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ABSTRACT

The units contained in the guide are intended primarily as resource materials to assist grade 1 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Twelve units relate to social studies and are titled Beginning Map Skills, The Community Newspaper, Environmental Control, Hospitality and Recreational Services, I Need My Family--My Family Needs Me, I Need My Neighbor--My Neighbor Needs Me, I Need My School--My School Needs Me, Loco-Global Communication and Transportation, Me, Our Parents As Community Helpers, The School Community, and Self-Awareness. Four science-related units are also included: Careers in Marine Occupations, Environmental Control, Let's Go to the Zoo, and Nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

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CAREER EDUCATION RESOURCE UNITS

GRADE: 1

March, 1976

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CAREER EDUCATION RESOURCE UNITS

Developed by:

Teachers of Newark School District
Newark, Delaware

and the

Career Education Instructional System

A K-12 Exemplary Project in Career Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FOREWORD

The career education resource units included in this guide have been developed and implemented by Newark School District teachers. These materials are intended to be utilized as resource materials. They can be adapted by existing curriculum, or they may be utilized as complete units.

Career education has rapidly become an educational priority at the national, state, and local levels. Hopefully these resource units will facilitate the integration of career concepts into the K-12 curriculum in a manner consistent with the educational needs of students.

Loren J. Thompson
Project Director

INTRODUCTION

A major thrust of the Career Education Program is to assist students in preparation for a meaningful and successful life of work. The scope of career education begins with educational experiences in early childhood and continues throughout an individuals lifetime.

Initial emphasis of a career education program provides for an awareness of the world of work and direct experiences to motivate the learner's interest. As a child moves through school he increases his familiarity with the world of work and investigates the many options available to him. He then acquires the knowledge and training necessary to obtain meaningful employment or enter a post secondary institution upon leaving school.

The units which appear in these Career Education Resource Volumes were developed by elementary teachers in the Newark School District. The units are organized by grade level. A special volume entitled "Special Programs" has been assembled for programs appropriate for multi-grade activities.

The function of these units is to serve as a guide for teachers who are interested in adapting aspects of career education to their curriculum. They are intended to be utilized primarily as resource materials that can assist teachers in identifying units into which career concepts can be infused, and also in identifying instructional activities that correlate basic skill and career education objectives.

Components of each volume include introductory information which includes the district definition of career education and career program goals, the instructional unit, and a listing of the teachers who developed the materials along with the school where the materials were field tested.

Rationale for Elementary Career Awareness:

The child in his early years is in the process of defining roles; family roles to enable him to differ between father and mother; community helper roles which help him identify the mailman, the grocer, the truck driver and so on. The Awareness Phase can capitalize on this natural process of job identification in children, and help develop a sense of the great number of job opportunities available to adults. The Awareness Phase provides a broad base of reference which the child can use to narrow his choices of career possibilities and follow those choices in greater depth during his adolescent life.

Responsible attitudes toward work must be cultivated during the formative stages of development; the early years of a child's school life. His feelings toward himself and others, his dependability, his perseverance, his promptness, and the other fundamental building blocks of his character are formed during this early period. No matter what job the child eventually chooses, these positive attitudes will help assure success.

Occupational aspirations and positive work attitudes are important aspects of an Awareness Program, but they are of little real value without the basic skills of communication and computation, and the ability to think clearly. Since these basic skills are presently a fundamental part of an elementary school program, the Awareness Phase of career education begun at this level, will help knit these basic components together to give each child a first step on the way to a meaningful and satisfying career pursuit.

Definition of Career Education:

Career education is a comprehensive educational goal designed to provide all youth the opportunity for career awareness and the opportunity to attain skills necessary to achieve economic independence and an appreciation of the dignity of work.

Goals for Elementary Career Awareness:

GOAL 1: TO DEVELOP IN PUPILS POSITIVE ATTITUDES ABOUT THE PERSONAL AND SOCIAL SIGNIFICANCE OF WORK.

SUB GOALS: To develop in pupils an awareness that:

1. People need to work to preserve and advance society.
2. People work for rewards and satisfaction.
3. There are rules for all kinds of work.
4. All kinds of work are interdependent and should benefit society.
5. Attitudes and personality factors have an effect on work, performance, and success.
6. All work has dignity and is worthwhile.
7. All work involves the production of either goods or services.

GOAL 2: TO DEVELOP EACH PUPIL'S SELF-AWARENESS.

SUB GOALS: To develop in pupils an awareness that:

1. All people have dignity and are worthwhile.

2. People have differing abilities, values, attitudes, and interests; and occupations differ in their requirements and prospects.

3. Understanding and accepting oneself is a continuing developmental process which is influenced by experiences throughout life.

4. Each person assumes several different roles in relation to the people and situations with which he comes in contact.

GOAL 3: TO DEVELOP AND EXPAND THE OCCUPATIONAL AWARENESS AND OCCUPATIONAL ASPIRATIONS OF THE PUPILS.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need some skill or training.

2. All people can and should contribute their talents and capabilities to the world of work.

3. People should adapt to technological and sociological changes which create or eliminate work.

4. Environmental and cultural factors determine the kinds of work available.

5. Man's work affects his way of life.

GOAL 4: TO IMPROVE OVERALL PUPIL PERFORMANCE BY UNIFYING AND FOCUSING BASIC SUBJECTS AROUND A CAREER DEVELOPMENT THEME.

SUB GOALS: To develop in pupils an awareness that:

1. All kinds of work need basic skills and training.

2. Skills developed through basic subject materials can lead to an enjoyment of both work and leisure activities.

3. Acquisition of fundamental competencies is necessary for future skill development.

4. Communication skills developed through basic subjects can lead to better interaction and job understanding.

5. Successful learning experiences in basic subject areas are fundamental to achieveing career interests and making adequate decisions.

6. Variety in depth and types of skill development effects interdependency among people.

SOCIAL STUDIES

Unit Title: BEGINNING MAP SKILLS

I. Unit Overview: Young children are very aware of the world around them, and are capable of beginning map skills at the K-1 level.

In order to have an orderly progression in Social Studies, this unit proposes to introduce the children to basic map skills.

II. Unit Content Outline:

A. Globe
   1. size
   2. shape

B. What is a map?
   1. Definition
   2. Use

C. Kinds of Maps
   1. weather
   2. road
   3. city
   4. rainfall
   5. population
   6. relief
   7. state
   8. country
   9. world

D. Symbols
   1. kinds
   2. use

E. Color
   1. How is land mass shown?
   2. How is water shown?

F. Directions and abbreviations
   1. North-N
   2. South-S
   3. East-E
   4. West-W

G. Geographical Terms
   1. bay
   2. beach
   3. canal
   4. canyon
   5. coastline
   6. island
   7. land mass
   8. ocean
   9. mountain
   10. peninsula
   11. river

H. Directed Understanding
   1. Recognize map of Delaware
      a. size
      b. shape
      c. length
      d. width
   2. Position of Newark on map of state
   3. Position of Delaware in relation to bordering states
   4. Placement of Delaware on the map of the United States

III. Unit Objectives:

1. The child will be aware that size, shape, symbols, colors, directions and geographical terms are necessary in understanding maps.
2. The child will understand that maps are useful and necessary.

IV. Unit Description:

A. Criterion-Referenced Objectives: None

B. Learning Activities:
   1. Make a map of the classroom.
   2. Make a map of your favorite room at home.
   3. Create a treasure map using directions and symbols to reach a treasure.
   4. Trace the coastline on a map of the United States.
   5. Bring in a weather map from the newspaper.
   6. Plan an imaginary trip using a road map.
   7. Find a mountain on a relief map.
   8. Trace rivers on a state map.
   9. Locate the school site on a city map.
   10. Locate the North and South Poles on the globe.
   11. Locate an island on a map.
   12. Illustrate the difference between an island and a peninsula in some art media.
   13. Construct a canal in the sand box.
   14. Make the shape of Delaware in clay or some other art media.
   15. Put together puzzles of maps.
   16. Create your own map puzzle.
   17. Complete dittos coloring in land mass and water.
   18. Outline Delaware on a dittoed map of the U.S.
   19. On a blank map, show weather symbols predicting rain or snow in certain areas.
   20. Learn your state song.
   21. Keep a folder of completed map work to be assembled into a booklet.

C. Materials:
1. Up and Down and All Around, Vickie Cobb
2. The First Book of Maps and Globes, Sam and Beryl Epstein
3. Geographical Concepts, Follett Education Corporation, 1966, (transparency)
4. Map Symbols and Geographical Terms, (Study Prints)
5. How Far is Far? (Filmstrip)
6. U.S. Map (Transparency) 3 M Company

D. Evaluation:
1. At the end of the first grade, the child will place Delaware on a map provided.
2. The child will name three types of maps.
3. The child will name and define four geographical terms.
4. The child will place the four directions on any given map.
5. The child will complete a booklet including his map work.

Unit Title: THE COMMUNITY NEWSPAPER

I. Unit Overview: The six year old is aware of the world not circumscribed by the confines of home and school, but has broadened his outlook to include his community. A good source of communication concerning his community is the daily newspaper.

II. Unit Content Outline:

A. What is a Newspaper?
   1. Definition
   2. Composition

B. What is its function?
   1. Communication
   2. Information
   3. Entertainment

C. Parts of a Newspaper
   1. Editorials
   2. Headlines
   3. Arts
   4. Sports
   5. Entertainment
   6. Obituaries
   7. Business
   8. Crossword
   9. Comics
   10. Want Ads
   11. Advertisments
   12. Weather
   13. Society Page

III. Unit Objectives:

1. The child will be aware of the many parts of a newspaper.
2. The child will be aware of the many occupations involved in production of a newspaper.

IV. Unit Description:

Unit Objective #1: The child will be aware of the many parts of a newspaper.

A. Criterion-Referenced Objectives:
   1. The child will name five parts of a newspaper and identify the type of information to be found.

B. Learning Activities:
   1. Examine the local newspaper.
   2. Find and list sections of a newspaper.
   3. Circle and count known words.
   4. Find headlines.
   5. Bring current events from home.

6. Make a dictionary or chart to define newspaper terminology.
7. Draw and headline an imaginary event.
8. Draw a cartoon figure.
9. Listen to and report weather forecast.
10. Study a weather map.
11. Find out what movie is at the local theater.
12. Find an article concerning a favorite sport.
13. Choose one food item and compare price in several store ads.
14. Check want ads for a home for sale in your neighborhood.
15. Check cost of several newspapers.
16. Write a poem concerning the importance of news.
17. Create an original title for a newspaper.
18. Bring an article from the social page.

Unit Objective #2: The child will be aware of the many occupations involved in the production of a newspaper.

A. Criterion-Referenced Objectives:
   1. The child will identify four workers and describe in detail their role in the production of a newspaper.

B. Learning Activities:
   1. Discuss workers roles in newspaper production.
   2. Write a brief description of your favorite work role.
   3. Make a booklet of career opportunities in the newspaper world.
   4. Set up an office and define roles for role playing activity.
   5. Write a newspaper workers song.
   6. Visit a local newspaper.
   7. Visit a printing operation.
   8. Visit a news-stand.
   9. Set up a news-stand and sell papers.

C. Materials: None

D. Evaluation:
   1. The children have become familiar with the staffing and operation of newspaper.
   2. As a culminating activity, the child will choose workers roles and develop and produce a classroom newspaper.

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Unit Title: HOSPITALITY AND RECREATIONAL SERVICES

I. Unit Overview: The unit Hospitality and Recreational Services proposes to introduce at the Kindergarten level various occupations through awareness of them within the framework of three separate sub-units:

1. Models, Hotels, and Restaurants
2. The Zoo
3. Beaches and Parks

A discussion should develop as to what waitresses, cooks, cashiers, maids do, and whatever children suggest through their own experiences of observation of people they have seen. When talking about the zoo, talk about pets, homes for pets and animals, and caring for pets. A discussion of Beaches and Parks should include places to camp, people who design and take care of camping grounds, and lifeguards. It is hoped that on awareness of the need for reciprocity of services will be developed.

II. Unit Content Outline: None

III. Unit Objectives: Focusing on various aspects of occupations within the framework of Restaurants, Motels, and Hotels, the Zoo, Beaches and Parks, children at the Kindergarten level will be able to:

1. Identify people with their occupations.
2. Classify articles pertaining to appropriate settings
3. Differentiate places of leisure
4. Illustrate the same word as related to differing occupations.
5. Describe a responsibility of different occupations.

IV. Unit Description:

Unit Objective #1: The pupils will be able to identify people with their occupations.

A. Criterion-Referenced Objectives: Displaying a chart that portrays five pictures - a waitress, a cook, a hostess, a lifeguard, and a park ranger, the pupils will be able to identify by naming the occupation that each picture represents.

B. Learning Activities:
   1. Provide a teacher-made coloring book that illustrates various duties of people working in a restaurant.
   2. Have a special book center for books that pertain to places the family goes for enjoyment of leisure time.
   3. Show a filmstrip about a park or the beach.
   4. Plan a trip to a local park, zoo, and restaurant and have children describe some of the people they saw at each of the different places.

C. Materials:
1. Filmstrip: "Our Parks and Playgrounds" - 790
2. Wonders of Animal Nurseries, Jacquelyn Berrill
   Here Come the Lions! Goudey
   Here Come the Elephants! Goudey
   Here Come the Raccoons! Goudey

Unit Objective #2: The pupils will be able to classify articles as they pertain to appropriate settings.

A. Criterion-Referenced Objectives: Display three individual shoeboxes - one for each of three types of places: the Zoo, Beaches and Parks, and Restaurants. Provided six objects - a seashell, a fork, a whistle, a badge, a nursing bottle, and a menu. The children will classify each object by placing it in the box where each might be found as the label of each box indicates.

B. Learning Activities:
1. Place at random a variety of objects that pertain to a restaurant such as cooking and eating utensils, pots and pans, cups, glasses, cloth and paper napkins. Have the children group each item and place on display table in an organized manner. For example, all the silver together, pots and pans, glasses, etc.
2. Ask the children to each bring in a stuffed animal. Then arrange the animals into two separate categories of pets (housepets and animals most likely to be found at a zoo).
3. Prepare a looseleaf notebook (Teacher) of about ten pages. Have children remove those pages that do not depict "Beaches or Parks".

C. Materials:
1. 3 knives, forks, spoons
2. 1 ladle
3. 1 spatula
4. 2 pots
5. 2 pans
6. 3 cloth napkins
7. 6 paper napkins
8. 3 glasses
9. 5 cups
10. stuffed animals
11. loose-Leaf notebook magazines

Unit Objective #3: The pupils will be able to differentiate places of leisure.

A. Criterion-Referenced Objectives: Provide a Bulletin Board that has a heading for two columns: People at Work, and People at Play. Present five prints of people engaged in some activity: Fishing, playing tennis, building a house, washing dishes, feeding ducks at a pond. The pupils will be able to differentiate each picture by placing it under the appropriate column on the Bulletin Board.

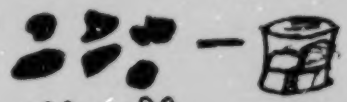
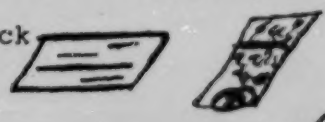
B. Learning Activities:
1. Have the class role play a scene "My Classroom, the Restaurant". Ask the class what people might be seen or are needed in a restaurant. Designate some to be customers, waitresses, busboys, cooks, and cashiers.
2. Stimulate interest in zoo animals by reading short story selections from Aesop's Fables such as "The Fox and the Stork," "The Hare and the Tortoise". "The Lion and the Mouse", or other Children's books about animals.
3. Show filmstrip about "Recreation and Playground Workers". Discuss what people are doing.
4. Have children prepare two notebooks of about five pages each which show people doing some kind of work or engaged in some kind of play or recreation.

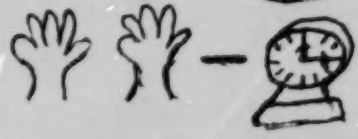
C. Materials:
1. menus
2. placemats
3. silverware
4. glasses
5. serving tray
6. sugar packets
7. salt and pepper shakers
8. bus pan
9. apron
10. cloth
11. chief's hat
12. cash register
13. construction paper
14. magazines
15. glue
16. Books: Aesop's Fables
17. Filmstrip: "Recreation and Playground Workers" 790.68

Unit Objective #4: The pupils will be able to illustrate uses of a word as related to different occupations.

A. Criterion-Referenced Objectives: The pupils will illustrate two uses of the word pocket as it applies to:
1. a keeper tending a kangaroo in a zoo,
2. a waitress in a restaurant by making two drawings of a pocket.

B. Learning Activities:
1. (Teacher) Prepare two or more coloring pages that depict two meanings of a series of about ten words.
2. Present a picture word to the class and ask if there is another meaning for that word. Make an experience chart of the picture clues presented to the children as well as other picture meanings children suggest.

Ex. Rocks  Check 

Hands  Shoot

3. Act parts of animals and builders.

C. Materials:
1. rocks
2. alarm clock
3. checkbook
4. plant
5. Record: "Noah's Ark" "RCA Dance-A-Story"
6. Make construction paper costumes

Unit Objective #5: The pupils will be able to state a responsibility of occupations.

A. Criterion-Referenced Objectives: The pupils will be able to state one responsibility of a cashier, a zookeeper, and a maid through an oral discussion.

B. Learning Activities:
1. Have a corner of the room arranged in a disheveled manner to depict a recently vacated hotel room. Ask the children what is wrong with it, that is, what needs to be done to make it presentable for a guest.
2. Arrange the children in groups and set up small shops. Place in each group a variety of items-each with a recognizable price tag. Provide each member of the group (except the appointed cashier who will receive an empty box) a purse of toy money. The customers will choose one or more items they would like to buy and pay the cashier.
3. "At the Zoo". Arrange children in groups of about four. Provide each group with a stuffed animal and appropriate food type. Have children take turns in feeding the animals.
4. Provide children with clay or pipe cleaners and have them mold it into the shape of any animal they might see or have seen in a zoo. Then set up a display table and group animals into appropriate houses.

C. Materials:

1. 1-cot
2. 2-soap
3. 2-bedspread or sheet
4. 2-pillowcases
5. 1-pillow
6. 1-cart
7. 2-clothes
8. 1-sponge
9. 4-glasses
10. 2-towels
11. 2-washclothes
12. toy money
13. cash register or box
14. pencils
15. chalk
16. books
17. crayolas
18. stuffed animals
19. dishes-bowls
20. hat
21. badge
22. key
23. modeling clay and/or pipecleaners, bulletin board display of zoo animals, postcards books related to zoo.

D. Evaluation: This activity has been designed to be used as both a pre and post test of the unit.

1. Provide each child with cut-outs of people. Each cut-out should depict the person holding an object that pertains to his/her job.

Ex. Person	Object held
Zookeeper	cup
Bellhop	suitcase
Cook	pot
Waitress	check
Ranger	map

2. Given a set of five costumes (or uniforms), the pupils will identify by matching the costume with the person. (Dress the cut-out).
3. A flannel board or bulleting board will be divided into three sections. Each section will indicate a particular place by a picture of that place: (1) the Zoo, (2) Motels, Hotels, Restaurants; (3) Beaches and Parks. The children will place each of the five cut-outs properly garbed under the appropriate column, that is, the place where each person belongs.

Unit Title: I NEED MY FAMILY; MY FAMILY NEEDS ME

I. Unit Overview: The family is a unique component of a childs life. First, firm relations are developed here. Duties or jobs are well-defined in the home among the family members.

In this unit, the child will learn how important each person's contribution is to the family organization. The child will learn that there is a dependency upon the performance of each family member's skills to foster unit in the home.

II. Unit Content Outline:

A. Composition of the Family
   1. Family members
   2. Family names

B. Family Work
   1. Rules and responsibilities within the home.
   2. Values taught in the home:
      a. love
      b. obedience
      c. loyalty
      d. kindness

C. Basic Physical Needs of the Family
   1. Food
   2. Clothing
   3. Shelter

III. Unit Objectives: The student will:

1. be able to identify the family as the basic group in a society.
2. be able to describe the rules made in his or her home and will be able to investigate the reasons for the rules and why they are necessary, i.e. the teaching of values such as love, obedience, loyalty and kindness.
3. acquire knowledge regarding the family's economic stability as a unit and that every member is a consumer with wants and needs.
4. be able to identify the steps needed to show progression by one or more family members who are also producers, providing goods and services and receiving money or rewards in return for these services and that these services are then used to satisfy the wants and needs of each family member.

IV. Unit Description:

Unit Objective #1: The student will be able to identify the family as the basic group in a society.

A. Criterion-Referenced Objectives:
   1. The student should be able to name the members in his or her family.
   2. The student will be able to orally describe what family members do in the world of work.

B. Learning Activities:

1. Start a "Becoming File: (a contact covered box for each child Approx. size 12" x 12").
   a. Include: Page 1____ This is _____ (child's name):
      Make a drawing.
      Page 2____ My Family is important to me because _____ (drawing or written)
2. Make "Proud To Be Me" bulletin board (Display children's self portraits; portrats should focus on distinctive characteristics)
3. Start progression mural (See Art Curriculum in Career Education Guide) Stage I: includes the child and his/her family.

4. Send a questionaire home by each child regarding the parent's occupations:

   a. I am _____ (child's name) father.
   b. I am _____ (child's name) mother.
   c. The name of my job is _____
   d. When I am Working on my job, I do _____ (describe job duties)
   e. I will be to talk to _____ (child's name) about my job.

   When the questionaire is returned to school include it in each child's "Becoming File"
5. Invite parents to speak to class about their particular jobs (See pupil's "Becoming File").
6. View Filmstrips "Father Works"; "Mother Works"
7. Activity Scroll (See Art Curriculum in Career Education Guide)

Unit Objective #2: The student will be able to describe the rules made in the home and will be able to investigate the reasons for the rules and why they are necessary; i.e. the teaching of values such as love, obedience, loyalty and kindness.

A. Criterion-Referenced Objective:
   1. The child will be able to act out situations showing love, obedience, loyalty and kindness.

B. Learning Activities:
1. Role Playing activities
2. Make individual charts of ruled and responsibilities carried out in the home. (Include Chart in "Becoming File")

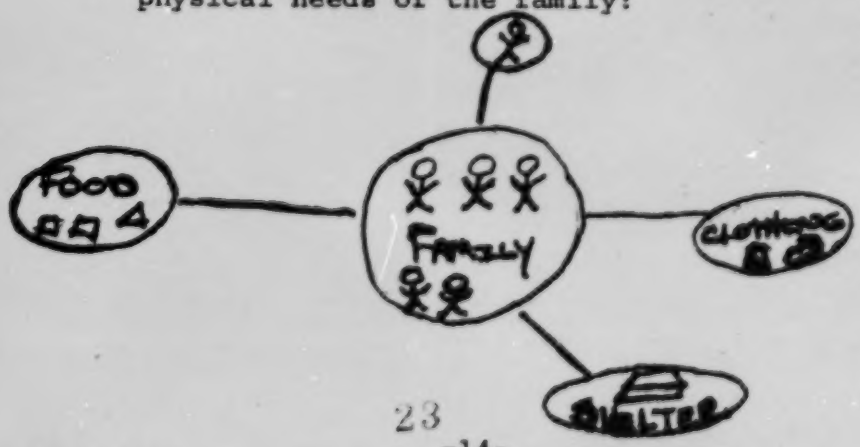
RULES	MON	TUES	WED	THURS	FRI	SAT	SUN
Put toys away							
Hang clothes							
Be on time for meals							
Go to bed on time							

3. Continue "Becoming File"
page 3--My job at home is _____(make a drawing)
page 4--The most important rule in my home is _____
(Make a drawing).

Unit Objective #3: The student will be able to acquire knowledge regarding the family's economic stability as a unit and that every member is a consumer with wants and needs.

A. Criterion-Referenced Objectives: The student will be able:
1. to identify the four basic food groups
2. to identify and classify the various clothing needs based on climate changes.
3. to identify different kinds of shelter and the materials needed for constructing them.
4. to name the three basic physical needs of a family.

B. Learning Activities:
1. Food
   a. Collect pictures that will fit into each basic food (classify pictures) Make nutrition trains.
   b. Invite nutritionist to visit the classroom.
2. Clothing
   a. Use catalogue or magazines to find pictures of clothing and classify these pictures according to seasonal changes.
3. Shelter
   a. Invite someone in building trades to speak to class.
4. Make mobiles of child, family, and the three basic physical needs of the family:



5. Continue "Becoming File"
   Page 5--My favorite food is _____(Make drawing)
   Page 6--My home is important to me because _____
   (Make drawing)
6. Plan a field trip to visit a grocery store and "Mister Donut" Shop. (see community resource file).
7. Plan a field trip to visit a farm.

Unit Objective #4: The student will be able to identify the steps needed to show progression by one or more family members who are also producers providing goods and services and receiving money or rewards in return for these services and that these services are then used to satisfy the wants and needs of each family member.

A. Criterion-Referenced Objectives:
   1. The student will acquire knowledge about career-oriented jobs associated with the home and family.
   2. The student will be able to classify tools, equipment or activities as they relate to a specific job.

B. Learning Activities:
   1. Trace and cut out body silhouettes.
   2. Have each student select a home or family worker.
   3. Find pictures of equipment, tools or specific activities related to the worker selected.
   4. Paste pictures on silhouettes.
   5. On recorder, tape the child's story about his/her particular project as they are telling the story orally.
   6. Have stories typed.
   7. Display stories with silhouettes.
   8. Invite parents to visit classroom to discuss their jobs (see "Becoming File")

C. Materials:
   1. Teacher Reference Books:
      a. Dunn, Charleta and Bill F. Payne, World of Work: Dallas, The Leslie Press, 1971.
      b. Our Country, Teacher's Guide, Gradel, Vol I. Educational Research Council of America. Allyn and Bacon, Inc., Boston, 1970.
      c. Comptons Preencyclopedia; Vols. 6, 8, 9, 10, 11. William Benton, F. E. Compton Company, 1971.
   2. Pupil Reference Books:
      a. Atkinson, M. F., It's Fun To Help At Home, New York: Greenberg Publishers, 1947.
      b. Anglund, Joan, Love Is A Special Way of Feeling, New York: Harcourt, Brace, and World, 1960.
      c. Burton, Virginia, The Little House, Boston, Houghton-Mifflin Co., 1942.
      d. Carter, Katherine, The True Book Of Houses, Chicago, Children's Press, 1961.
      e. Carton, Lonnie, Daddies, New York, Random House, 1963.
      f. Carton, Lonnie, Mommies, New York, Random House, 1960.
      g. Duvorsin, Roger, The House of Four Seasons, New York, Lothrop, Lee and Shepard Co., In., 1965.

h. Hoffman, Elaine, About Family Helpers, Los Angeles, Melmont Pub., 1954.
i. Jacobs, Liland, All About Me, Chapaign, Illinois, Farr Pub. Co., 1971.
j. Lenski, Lois, At Our House, New York, Henry Walck, 1959.
k. Marino, Dorothy, Where Are the Mothers?, Lippincott Co. 1959.
l. Provus, Malcom, How Families Live Together, Chicago: Benefic Press, 1963.
m. Shannon, Terry, About Food And Where It Comes From, Chicago: Melmont Pub., 1961.
n. Sooten, Laura, Let's Go to A Farm, C.P. Putnam's Son's 1967.
o. Yudell, Lyn, Make a Face, Boston, Little Brown, and Co., 1970.

3. Filmstrips:
   a. Who are You? (FS 843)
   b. What Do You Like To Do? (FS 844)
   c. What Is a Job? (FS 845)
   d. "Father Works" Series
   e. "Mother Works" Series
   f. "Working Together" Lollypop Dragon Series
   g. "I Have A Family: Career Awareness Kit QED
4. Records:
   a. Getting To Know Myself (R 97)
   b. Learning Basic Skills Through Music (R 94)
5. Kits
   a. Health and cleanliness Teaching Pictures.
   b. Career Awareness Kit (use dittos no. 1, 2, 3, 4, 5, 6, 10, 17, 32, 29, 23, 20, 28.

Unit Title: I NEED MY NEIGHBORHOOD; MY NEIGHBORHOOD NEEDS ME

I. Unit Overview: As the five and six year old moves away from the family to enter school, each child then becomes more aware of other surroundings beyond the family and school environment. The child will learn that there is an interdependency of the child and family, the school, and the neighborhood, from which the child comes. He will learn that some family and school needs and wants are supplied by persons in the neighborhood.

In this unit, the children will be learning about people who produce goods and learning about people who produce goods and people who provide services in the neighborhood. The child will become aware of the fact that money enables people to exchange goods and services.

II. Unit Content Outline:
- A. Neighborhood Needs
  - 1. Services
    - a. private
    - b. public
  - 2. Goods
- B. Neighborhood Services
  - 1. Names of services provided
  - 2. Names of people who provide services
  - 3. Names of goods produced in the neighborhood
- C. Neighborhood Responsibilities
  - 1. Rules
    - a. safety
    - b. traffic

III. Unit Objectives: The students will be able to:

1. Compare the needs of the neighborhood with that of the family and school.
2. Name persons who provide services in the neighborhood.
3. List goods that are produced in the neighborhood.
4. Describe the differences between services and goods.
5. Compare services rendered to one family with rendered services shared by all families in a neighborhood.
6. Enact through role play money being exchanged for services and/or goods.
7. State rules that are necessary in a neighborhood to foster neighborhood responsibility and pride.

IV. Unit Description:

Unit Objective #1: The students will be able to compare the needs of the neighborhood with that of the family and school.

A. Criterion-Referenced Objectives: The students will be able to recall the three basic needs of a family and compare those with needs of a neighborhood.

The students will list the likenesses and differences of the two (family-neighborhood).

B. Learning Activities:
   1. Flannel Board Activity - From picture collections to include foods, homes, clothing, household furnishings; classify these pictures according to basic needs.
   2. Have oral discussion of family needs versus neighborhood needs.
   3. Have each child to draw a picture of all the homes on his sheet.

Unit Objective #2: The student will be able to name persons who provide services in the neighborhood.

A. Criterion-Referenced Objectives:
   1. Each student will be able to describe at least two persons in the neighborhood who provide service to the family.
   2. The student will be able to name the service each parent provides.

B. Learning Activities:
   1. Make a chart listing all the services provided to families.
   2. Each child will make a drawing of the service and the worker who provides that service.
   3. Invite a newspaper boy or girl (who may attend McVey School) to visit the classroom and describe his/her work duties.
   4. Invite a sanitation worker to visit the classroom to describe his work duties.

Unit Objective #3: The students will be able to list goods that are produced in the neighborhood.

A. Criterion-Referenced Objectives:
   1. Each student will be able to name at least two goods produced in the neighborhood.
   2. The students will be able to state two reasons for the need of these goods.

B. Learning Activities:
   1. Make a pictoral chart of all the goods named. Label the goods.
   2. Invite someone from the neighborhood who teaches ceramics to visit the classroom. (ask them to bring along a few pieces of their work.)
   3. Plan a field trip to Gino's (1050 S. College Ave. see community resource file.)

Unit Objective #4: The students will be able to describe the difference between services and good.

A. Criterion-Referenced Objectives: The students will be able to...
   1. name at least five persons who provide services to the neighborhood.
   2. list the goods produced in the neighborhood.

3. classify goods brought at a grocery store, clothing store and hardware store.

B. Learning Activities:
   1. Make a classification chart to Paste collected pictures on.
   2. A co-operative chart will be made classifying parent's occupations as either making goods or providing service.
   3. Present a class play "Seeds Needs".

Unit Objective #5: The students will be able to compare services rendered to one family with rendered services shared by all families in a neighborhood.

A. Criterion-Referenced Objectives: The students will be able to...
   1. name at least five private services rendered to their particular family.
   2. name at least two public services rendered to all families in the neighborhood.
   3. describe the differences between private and public services.

B. Learning Activities:
   1. Invite someone from the City Parks and Recreation Dept. to visit the classroom.
   2. Invite a mail carrier to visit the classroom.
   3. Make a co-operative chart labeled private services/public services. Classify the services.
   4. Set up a classroom post office. Use "Keeping In Touch" post office kit to practice letter writing.
   5. Plan a field trip to Rittenhouse Park.

Unit Objective #6: The students will be able to enact through role play money being for services and/or goods.

A. Criterion-Referenced Objectives:
   1. The students will be able to list those services (at least 10) and/or goods (at least 10) in which money is exchanged.

B. Learning Activities:
   1. Pantomine: Let a child choose a particular service to pantomine. Whoever guesses it correctly gets the next turn.
   2. Set up a grocery store as a learning station in the classroom.
   3. Have each child to select two items from a grocery store advertisement page. Watch the prices for three weeks (of just the two chosen items). Graph the prices each week. Have class discussion about the completed graphs: "Did the prices remain the same, go up or down, etc."
   4. Plan a field trip to Delaware Trust Co. (622 S. College Ave. see Community Resource File).

Unit Objective #7: The students will be able to stage rules that are necessary in a neighborhood to foster neighborhood responsibility and pride.

A. Criterion-Referenced Objectives: The students will be able to...
   1. name all the traffic signs and signals seen in their neighborhood.
   2. identify those workers who provide services of protection.
   3. list at least five park rules.

B. Learning Activities:
   1. Oral discussion "Why rules are necessary wherever people live and work together?".
   2. Invite a policeman and/or fireman to visit the classroom.
   3. Have each child to make one good neighbor rule (Illustrate rule with drawing). ex. I will not pick my Neighbor's flowers without asking.
   4. Have each child to make a picture of all the traffic signs they see on the way to school.
   5. Have each child to construct a park sign.
   6. Complete progression mural Stage 3, with picture of child and a service provided that child in his/her neighborhood. (See art curriculum in Career Education Guide).
   7. Plan a field trip to City of Wilmington Maintenance Building to see the processes used in painting highway and street signs (see Community Resource File).
   8. Continue Activity Scroll (See Art Curriculum in Career Education Guide.)

C. Materials:
   1. Pupil Reference Books
      a. Bolian, Polly and Marilyn Schina, I Know A House Builder, Putnam Co. 1968.
      b. Compton's young Childrens Pre-encyclopedia, F. E. Compton Co., Chicago: 1971, Vol. 4, 2, 3, 5, 6, 10, 12, 14.
      c. Dillon, Ina K., About Policemen, Chicago, Milmont Publishers, 1964.
      d. Elkin, Benjamin, The True Book of Money, Chicago, Childrens Press, 1960.
      e. Evans, J. A., I Know A Truck Driver, New York: G. P. Putnams Sons, 1970.
      f. Feigenbaum, Lawrence and Kalman Seigal, This Is A Newspaper, Follet, 1965.
      g. Greene, Carla, I Want To Be A Postman, Children's Press, 1958.
      h. Greene, Carla, I Want To Be A Fireman, Children's Press 1965.
      i. Greene, Carla, I Want To Be A Homemaker, Children's Press, 1961.
      j. Greene, Carla, I Want To Be A Storekeeper, Children's Press, 1964.
      k. Goodspeed, J. M., Let's Go To A Supermarket, New York, G. P. Putnam Sons, 1958.

l. Henroid, Lorraine, I Know A Postman, New York: G.P. Putnam & Sons, 1967.
m. McGuinley, Phyllis, All Around The Town, Phila: J. B. Lippincott Co., 1948.
n. Powell and Yohubinas, What To Be, Chicago, Children's Press, 1972.
o. Scarry, Richard, What Do People Do All Day? New York: Random House, 1968.
p. Sootin, Laura, Let's Go To A Bank, New York, G. P. Putnams Sons, 1957.

2. Filmstrips:
   a. Our Neighborhood Workers - (FSC48)
   b. Lollypop Dragon Series
      1. avoiding litter
      2. care of property
   c. Career Awareness Kit
      1. I can do things
      2. The work people do
   d. Fun In the Parks - (FS488)
3. Records:
   a. Learning Basic Skills Through Music - (R 94)
4. Newspaper:
   a. Scholastic News Pilot, Vol. 28, No. 8 Focus on Careers.
5. Kits:
   a. A Trip To The Park picture stories (FS532)
   b. My Community teaching pictures.
   c. Learning About Money posters.
   d. Children And The Law - posters
   e. Keeping In Touch post office kit.
   f. Our Town - poster map and stickers.

Unit Title: I NEED MY SCHOOL; MY SCHOOL NEEDS ME

I. Unit Overview: When the five and six year old leaves their family, the next relationships are usually expanded to the school. New and additional roles and responsibilities are then introduced to the child. The school represents a social situation which consists of people and groups in mutual interaction. It has a purpose, organization, rules, a rational division of labor, a culture pattern to which its members conform and usually financial and ecomonic aspects.

In this unit, the child will be meeting school personnel and learning their functions, discussing rules for keeping the classroom and school neat and clean, assigned classroom duties, and discussing safety rules.

II. Unit Content Outline:

A. School Workers and Their Functions
   1. The names of school workers
   2. The duties of school workers.
   3. The tools and equipment used in job performances
   4. The location of each worker in the school building.

B. The Importance of a School
   1. Skills learned
   2. Tools and equipment used

C. School Rules
   1. Classroom
   2. School
   3. Playground

D. Ownership and Care of School
   1. Developing pride and appreciation
   2. Interelations of pupils, school workers and parents.

III. Unit Objectives: The student will...

1. Be able to name various school workers and either explain, draw or enact the type of work each does.
2. Name and demonstrate skills they are learning in school; i.e. developing good listening skills, following directions, assuming responsibility.
3. Be able to discuss orally the importance of school rules.
4. Be able to describe the interdependency of the school building's care and the child, the family and the community.

IV. Unit Description:

Unit Objective #1: The student will be able to name various school workers and either explain, draw or enact the type of work each does.

A. Criterion-Referenced Objectives: The student will be able to...
   1. Name all the school workers.
   2. Compare the duties of each school worker.
   3. State the location of each worker's area within the school building.

B. Learning Activities:
   1. Pick a school worker, made dioramas depicting the worker with his/her tools and equipment.
   2. Role Playing-enact the roles of each school worker.
   3. Invite school workers to visit the classroom and briefly describe their duties and bring along one or two pieces of equipment used in each job:
      a. principal
      b. secretary
      c. school crossing guard
      d. cafeteria worker
      e. nurse
      f. librarian
      g. school safety patrol

Unit Objective #2: The student will name and demonstrate skills they are learning in school i.e. developing good listening skills, following directions, assuming responsibility.

A. Criterion-Referenced Objectives: The student will be able to...
   1. state five senses that are used to help them learn.
   2. list all the tools used in school by them (students).

B. Learning Activities:
   1. Find a picture of a person. Label the eyes, ears, nose, mouth, and hands as the the sense organ to which it belongs.
   2. Make a diorama depicting the child and the tools used in school.
   3. Make assignments for classroom duty chart.
   4. Games: Jack-In-the-Box, What's Missing?
   5. Teach children song to the tune of Frere' Jacques:
      a. "We take turns, we take turns
         When we work, when we play
         Everybody's helping, Everybody's helping
         Taking turns, taking turns."

Unit Objective #3: The students will be able to discuss orally the importance of school rules.

A. Criterion-Referenced Objectives: The students will be able to...
   1. List and recite five courtesy words.
   2. Construct a classroom rule chart.
   3. List the rules that will be followed in a fire and civil defense drill.
   4. List ways respect can be shown for the rights of others in the classroom, the school building, and on the playground.

B. Learning Activities:
1. Construct a classroom rule chart after discussion of classroom rules.
2. Pantomine courtesy word situations, i.e. when to use please, thank you, excuse me, etc.
3. Practice proper procedures for fire and civil defense drills.
4. Have class discussion of proper playground rules.
5. Have each child illustrate by drawing one school rule.

Unit Objective #4: The students will be able to describe the interdependency of the school building's car and the child, the family and the community.

A. Criterion-Referenced Objectives: The student will be able to...
1. Compare the ownership of the home with the ownership of a school building.
2. Discover that their school, its staff and equipment is paid for by their parents and other citizens.
3. Develop feelings of pride in, responsibilities for, and loyalty to their school.

B. Learning Activities:
1. Make display of pictures (found by children) showing exteriors and interiors of school, school furnishings, equipment, teachers and other school workers. Use this heading for chart display:

TAX MONEY PAYS FOR PUBLIC SCHOOLS

2. Have the custodian to visit the classroom and tell how he helps to take care of the school building.
3. Make "Proud of My School" badges. (See Art Curriculum in Career Education Guide).
4. Construct stage two of progression mural - the child and the school.

C. Materials:
1. Teacher Reference Books
   a. Compton's Young Children's Pre-encyclopedia: Vols. 2, 8, 9, 10, 13, 14, 16. Will Benton, F. E. Compton Company 1971.
   b. Our Country, Teachers Guide, Grade 1, Vol. 1, Educational Research Council of America, Allyn & Bacon Inc., 1970.
2. Pupil Reference Books:
   a. Baker, Eugene, I Want To Be A Secretary, Children's Press, 1969.
   b. Buchkeimer, Maomi, Lets Go To A School, New York, C. P. Punam's Sons, 1957.
   c. Five Friends at School, Holt, Rinehart and Company, 1966.
   d. Gibson, Myra, What Is Your Favorite Thing To See? New York: Grosset and Dunlap, 1965.
   e. Gibson, Myra, What Is Your Favorite Thing To Touch?

New York: Grosset and Dunlap, 1965.

f. Gill, Bob. What Color Is Your World? New York: Ivan Obolensky, Inc., 1962.

g. Green, Carla, I Want To Be A Teacher, Children's Press, 1957.

h. Hoban, Tana, Look Again, New York, Mac Millan Co. 1957.

i. Hoffman, Elaine And Jane Hefflefinger, About School Helpers, Melmont, 1967.

j. Kitt, Tamara, Billy Brown: The Baby Sitter, Grosset, 1962.

k. Katzoft, Betty and Sy, Cathy's First School, New York: Alfred A. Knopf, 1964.

l. Lowery and Carr, Look and See, New York, Holt, Rinehart and Winston, 1969.

m. Our Country, Pupil's edition, Grade 1, Vol. 1 Educational Research Council of America, Allyn & Bacon, Inc., 1970.

n. Warburg, Sandol, The Thinking Book, Boston: Little, Brown and Company, 1960.

o. White Florence M., How To Lose Your Lunch Money, The Ward Ritchie Press, 1970.

p. Wondriska, William, The Sound of Things, Pantheon Books, Inc. 1958.

3. Filmstrips
   a. What Good Is School (FS847)
   b. Little Things That Count (FSC16)
   c. Lollypop Dragon Series
   d. The Smell of Things (FS565)
   e. The Taste of Things (FS564)
   f. The feel of Things (FS563)
4. Kits
   a. Ways We Learn Posters
   b. School and School helpers posters.
5. Records
   a. The Five Senses - R 92
   b. Sights and Sounds - R 93
   c. Learning Basic Skills Through Music - R 94

Unit Title: LOCO-GLOBAL COMMUNICATION AND TRANSPORTATION

I. Unit Overview: Careers in subject fields are introduced as local or global. Pupils will be able to identify at least six careers related to subject.

II. Unit Content Outline:

A. Introduce
1. Children are introduced to some specified careers in subject fields. Pupils will identify at least six careers.

B. Describe
1. Pupils will give brief description of careers chosen and tell why there is a need for each career.

C. Relate
1. Pupils will relate self, inform of "A" Person, by selecting a career and performing a job in that career.

III. Unit Objectives:

1. Pupils will be able to select six appropriate pictures of workers in subject fields as they are introduced to the "World of Work" through series of pictures of workers.
2. Pupils will describe and explain some of the careers and the need for them.
3. Pupils will relate their feelings about the future, through an "A" Person, and choose a career and dramatize, talk, 'Write' and illustrate through art and music, how it might effect them as a person.

IV. Unit Objective #1: Pupil will be able to select six appropriate pictures of workers in subject field and describe, explain, and relate his feelings about a future career.

A. Criterion-Referenced Objectives:
1. The pupil will, be given a series of pictures showing workers using tools identified to a particular task, be able to select six jobs from the subject field. Teacher will judge acceptability.

B. Learning Activities:
1. The pupil, will, be given a series of pictures showing workers using tools identified to a particular task, be able to select six jobs from the two subject fields.
2. Specific directions are as follows:
a. The teacher will display a series of pictures on subject and other occupations. From the pictures on display, the pupil will choose six, either local or global.

Pictures may be chosen from teacher's own collection library collections or they may use some of the following:
1. fireman
2. nurse

3. doctor
4. milk
5. school bus driver
6. traffic or patrol policeman (police car)
7. freight train (engineer)
8. steam ship (luxury liner, captain or mates)
9. jet passenger or freight plane (pilot)
10. helicopter (pilot)
11. taxicab (cab driver)
12. streetcar (conductor)
13. tugboat (pilot)
14. tractor-trailer, diesel trucks (drivers)
15. bus (local, inter-city, county or state) driver

b. Pupil will describe briefly the careers he chose and tell why he thinks they are needed. Examples:
Local: "I chose the milkman who comes in a truck. He brings us food."
Global: "I chose the airplane pilot. He flies over the world and takes people and things."

c. Pupil can relate himself as an "A" Person in some of these ways:
1. Pretend he is the worker and "play-like" he is doing the job.
2. Dress in the uniform of the worker.
3. Tell what he wants to be when he grows up and why.
4. Draw a picture of himself as the worker.
5. Color a picture of the worker.
6. Learn and sing a song about the workers.
7. Act in a play or do a puppet show about the workers.

d. Teacher will select appropriate field trips.

C. Materials:

Peabody Language Development Kits, Level #2, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota, 55014, Dennison Bulletin Board Aids, Transportation, Community Helpers, Dennison Manufacturing Co., Framingham, Mass., U.S.A. Language Experiences in Reading, Van Allen, Roach, and Allen, Claryce. Encyclopedia Britannica Press, Chicago, Ill. 1970. Children of Foreign Lands, Mimeograph Series, Continental Press Elizabethtown, Pennsylvania.
Teacher's personal collection of career pictures
Library Collections of Picture-Story Study Prints in subject fields.

Unit Objective #2: Pupil will be able to select six appropriate pictures of workers in subject field and describe, explain and relate his feelings about a future.

A. Criterion-Referenced Objectives:
1. The pupil will be able to describe briefly and explain why the six careers he chose are needed in "The World of Work".

B. Learning Activities:
   1. Pupil will show his six pictures and in brief simple description tell what tasks the workers are performing and why he thinks they are important to the "World of Work".

C. Materials:

   Same as Listed for First Unit Objective.

Unit Objective #3: Pupil will be able to select six appropriate pictures of workers in subject field and describe, explain and relate his feelings about a future career.

A. Criterion-Referenced Objectives:
   1. Pupil will relate his personal feelings, as an "A" Person, to future careers by telling about, drawing a picture, singing a song, "acting out", or by playing a game about a future career. Teacher will judge acceptability.

B. Learning Activities:
   1. Pupil will select and perform three out of five of tasks listed below:
      a. talking
      b. writing (single words or captions)
      c. illustrating through:
         1. music
         2. art
         3. drama
         4. games and activities
   2. Specific directions on Unit Objective #1

C. Materials:

   Same as listed for first Unit Objective.

D. Evaluation: Teachers may want to use the evaluation presented here, or may desire to work out their own evaluation based on the materials they already have.

   Pre-Post Evaluation Kindergarten Level (Where appropriate). Teacher will read test to pupils who will answer orally as a discussion type evaluation.

Pre-Post Evaluation

1. A postal worker is employed in:
   a. communication
   b. transportation
2. The radio and television news broadcasters work in:
   a. Communication
   b. transportation
3. The train conductor, engineer, brakeman, and porter work in:
   a. communication
   b. transportation

4. The airmail plane pilot works in both communication and transportation fields:
   a. yes
   b. no
5. Both boys and girls can grow up to be a postman who delivers mail.
   a. yes
   b. no
6. Jobs in communication and necessary because we need to learn about other people and we must learn to get along with them.
   a. yes
   b. no
7. Could I ever do one of these jobs when I grow up?
   a. yes
   b. no
8. If I dress up in the uniform and "play-like" I am one of these workers might it help me decide what I want to be when I grow-up?
   a. yes
   b. no
9. If I decide what I want to do now, could I change my mind as I grow older?
   a. yes
   b. no
10. If I begin a job when I am grown, and find out I don't like the work, could I change it to another job?
    a. yes
    b. no

Unit Title: "ME"

I. Unit Overview: A child's awareness of his world begins with the awareness of himself. It develops with the realization that his actions and ideas have validity. Yet, the actions of others whether they are in agreement or not, can be valid.

This unit is designed for approximately 15 children of primary age working with a teacher or para professional. The children should by the end of this unit: (1) have a better understanding of their own physical characteristics (2) realize that not everyone has the same likes and dislikes (3) understand that having different attributes doesn't affect a person's specialness (4) have a better understanding of their own likes and dislikes. (5) realize that differences can be due to culture and/or geography (6) understand that these differences can be enjoyable.

II. Unit Content Outline:

A. Study of the individual child
   1. hand prints
   2. graphs
   3. bulletin boards
   4. stories
   5. painting

B. Study of others
   1. memory and guessing games
   2. photography

C. Study of similarities and differences
   1. graphs
   2. story books
   3. discussions

D. Realization that all people have human dignity
   1. comparison of books
   2. analysis of pictures of people from other lands.
   3. positive ego building games

E. Appreciation of the fact that culture and geography produce differences
   1. climate and work
   2. songs and holidays from other lands.
   3. mural of another lands and cultures
   4. poetry from other lands

III. Unit Objectives:

1. The child will identify that he has unique individual characteristics.
2. The child will discover that others have unique individual characteristics.
3. The child will recognize and cite the fact that likeness and differences occur among peoples.
4. The student will further realize his own worth.
5. The student will identify the fact that cultures and geography produce differences among people.

Unit Objective #1: Child will identify the fact that he has unique individual characteristics.

A. Criterion-Referenced Objective:
   1. The student must be able to describe himself using three or more identifiable characteristics; so that he is recognizable to the teacher and his classmates.

B. Learning Activities:
   1. Have the children paint pictures of themselves.
   2. Make hand prints by having the children trace around their left hand. Children can work in twos to do this. Mount the hand prints on a large length of paper from the smallest to the largest. Print the child's name under each print.
   3. Have the children bring in pictures of themselves as babies. Make a "Me" bulletin board using the pictures.
   4. Have the children bring in pictures of their families or pets. Make "My Family" or "My Pet" bulletin boards.
   5. Make foot prints of each child's right foot. Mount on long paper from the smallest to the largest.
   6. Make silhouettes of each others profile. Mount on contrasting paper. Play a game of "Who Am I?" by handing the nameless silhouettes around the room and having each child take his turn asking "Who Am I?" The child that correctly indentifies his silhouette may then be the next one to stand in front of the class to ask "Who Am I?" As each silhouette is located print the name of its owner underneath.
   7. Write a story on What I Like.
   8. Write a story on What I Dislike.
   9. Draw a picture of yourself doing your favorite thing.
   10. Give each child a sheet of art paper. Have them fold the two end pieces to join together in the middle. Cut the top to form a roof shape. Have each child decorate the outside to resemble his house. Have the children draw themselves inside in their favorite room doing their favorite thing.
   11. Draw a picture of yourself showing how you feel.
   12. Have a discussion. Ask questions such as: Do you have any favorite sports? Why do you like that sport? Do you have a favorite animal? Do you know an animal you don't particularly like? Why? Try to get different responses from the children for each question.
   13. Read stories about children their own age. Discuss what they liked about the story and if they would have acted or done things the same way. Discuss the specialness of each storybook character.

C. Materials:
   1. Paint, painting paper
   2. Large sheet of mounting paper, small sheets of paper for tracing hand prints.
   3. Baby pictures of the children for a bulletin board

4. Pictures of the children's families or pets.
5. Small sheets of paper on which to trace foot prints. A large sheet of paper on which to mount the foot prints.
6. Dark paper on which to draw selhouettes and light paper on which to mount them or vice versa.
7. Story paper
8. Drawing paper, crayons
9. Art paper (white or a light color), scissors, crayons.
10. Art paper, crayons
11. No materials required
12. Books about children their own age.
    Possibilities:
    a. Amoss, Berthe, Its Not Your Birthday, Harper and Row, New York 1966.
    b. Amoss, Berthe, Tom In the Middle, Harper and Row, New York 1968.
    c. Beim, Lorraine and Jerrold, Two Is a Team, Harcourt Brace and World, New York 1945.
    d. Cohen, Miriam, Will I have a Friend, Macmillan Company, New York 1967.
    e. Cole, William and Ungerer, Tomi, Frances Face, Maker, World Publishing Company, Cleveland, 1963.
    f. Guilfoile, Elizabeth, Nobody Listens to Andrew, Follett Publishing Company, Cleveland 1963.

Unit Objective #2: Child will discover that others have unique, individual characteristics.

A. Criterion-Referenced Objectives:
   1. The student must be able to describe a classmate using four or more identifiable characteristics so that he is recognizable to the instructor and his other classmates.

B. Learning Activities:
   1. Play a game of guess by having a child describe a classmate's characteristics and asking the rest of the class to try to guess who is being described
   2. Play a memory game by having a child stand up and choose three friends to look at for a minute or so. Have the child then turn his back to the class. The instructor should describe one of the friends to the child. The child then tries to guess who is being described. If he guesses correctly he gets to choose the next player.
   3. Take photographs of the children as they work and play in the school setting. Be sure to get every child's picture at least once. Set up a display using these pictures. Talk about individual uniqueness.

C. Materials:
   1. No materials needed
   2. Camera - paper on which to mount the finished photographs.

Unit Objective #3: Child will recognize and cite the fact that likenesses and differences occur among peoples.

A. Criterion-Referenced Objectives:
   1. The student will illustrate the fact that mankind shares similarities and differences.

B. Learning Activities:
   1. Make a graph of all the children with blue eyes and brown hair; blue and black hair; brown eyes and blond hair etc.
   2. Discuss the children's basic needs. Ask if they feel others have the same needs.
   3. Bring in or have the children find pictures of others from different cultures. Note similarities.
   4. Read some books on friendship of people who are different from each other. Ask if the people in the stories share some of their own feelings about things.
   5. Discuss how our families are alike.
   6. Discuss how our families are different.

C. Materials:
   1. A large length of paper for graphing the children's similarities.
   2. None needed.
   3. Pictures of people from other cultures or races; or magazines in which to find pictures.
   4. Library books on people or children different from each other.
   5. No materials needed.

Unit Objective #4: The student will further realize his own worth.

A. Criterion-Referenced Objective:
   1. Student will be able to state three reasons why he feels all people have human dignity and are worthwhile.
   2. Student, by the end of the unit, will be able to give a list of the things he likes about himself.

B. Learning Activities:
   1. Choose short books about children living in different types of environment. Take time each day to read these to the children. Make a class book report using experience chart paper. After reading two or three of these books compare the feelings of the children you read about. List the book children need and compare them with the needs of the children in your class. This can be extended by presenting your class with making-believe situations and asking them how they think the children they read about would react.
   2. Bring in pictures of children in other lands. Ask questions like: "Who works like you?" Who plays like you? etc.
   3. Learn some songs in another language. Example: Are you Sleeping can be sung in French.
   4. Have any students with different cultural backgrounds tell how they celebrate holidays. You might want to study their countries and locate them on a globe or

world map. Have the children come in their country's holiday dress - if possible.

5. Play a game of "You're Nice." Place all of your children's names in a container and draw a name. The other children then think up sentences about the child whose name was chosen. The sentences start with you're nice beacause. . . . . or I like you because . . . After five or six children have given sentences have the chosen child draw someone else's name. Five or six children can be chosen each day. As the sentences are being given you might want to print them on experience paper for the child to take home.

C. Materials:
   1. books about children in other lands; experience paper; wide magic markers.
   2. pictures of people in other lands (S. V. E. has a nice series)
   3. song book; records; record player
   4. None
   5. experience paper; magic marker.

Unit Obejctive #5: The student will identify the fact the cultures and geography produce differences among people.

A. Criterion-Referenced Objective:
   1. The student will be able to state three differences that culture can produce.
   2. The student will be able to state two differences that geography can produce among people.

B. Learning Activities:
   1. Using pictures of people in other lands discuss what the people are doing as work, whether we have the same type of work in our country and the effects of climate on clothing and jobs.
   2. Learn some songs from other lands.
   3. Celebrate a holiday or group of holidays not usually celebrated in this country. Learn songs and dances, paint a mural and save the children decorate it using accurate scenery of that culture and land.
   4. Choose a country and paint a mural taking care to depict the work, climate, dress, plants and animals as they are in that area.
   5. Read poems describing other lands or the people who live there.
   6. Contact the local university to see it any students from their international clubs might like to visit your room.

C. Materials:
   1. song book, records, record player.
   2. song book, mural paper, paints, art paper.
   3. mural paper, paints, pictures or the country you are studying.
   4. poetry book containing translated poems from other countries.
   5. Outside resource people.

D. Evaluation: As this unit is aimed toward first and second grade children a written evaluation is unfeasible. However, evaluation can be obtained by the types of statements the children make about themselves and their classmates.

A discussion of cultural differences and similarities will give you a good insight into your students attitudes about others.

Also, evaluation can be obtained by analysis of the children's stories and of their project mural. Oral reports of their favorite happenings connected with this unit are also a good evaluative tool.

This unit should indirectly increase communicative skills and lead to more successful social interaction among your students.

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Filmstrips and Cassettes:

1. Acceptance of Differences, Society For Visual Education #A777-3 Chicago, Illinois.
2. Cooperative Living, Multi Media Kit M-65 Society For Visual Education Inc., Chicago, Illinois.
3. "I Eat" Taking Care Of Myself, Society For Visual Education Innovation Cassette, Chicago, Illinois.
4. "Learning To Be Your Best Self", (F300-1) Learning To Live With Others, Society For Visual Education, Innovation Cassette, Chicago, Illinois.
5. "People, My World", Society For Visual Education Innovation Cassette, Chicago, Illinois.
6. "Who Am I" Scholastic Book Company, New York

Records:

1. Abrams, Isabel and Alsberg, Royana "Do You Know How You Grow? Inside Album No. FC 7081 Folkways Records and Service Corp., New York.
2. Acceptance of Differences, Album No. A777-2RR Side I Society For Visual Education Chicago., Illinois.
3. Abrams, Isabel and Alsberg, Royana "Do You Know How You Grow? Outside" Album No. FC 7082 Folkways Records and Service Corp. New York.
4. Thomas, Marlo "Free To Be You and Me"

Books:

1. Arbuthnot Anthology "Time For Poetry"
2. Holt Rinehart and Winston Reading Series Level I "About Me" 1973 Holt Rinehart and Winston Inc., New York.

Unit Title: OUR PARENTS AS COMMUNITY HELPERS

I. Unit Overview: As the children grow and develop,they become increasingly more aware of their environment. This unit is designed to aid the children in their understanding of how the community directly affects their daily life. We will be focusing on their parents' occupations, including major aspects of community oriented occupations. The children will be able to understand the need for responsibility as it relates to their own tasks as well as those in the community. The children will understand the interdependence of community jobs on each other as well as the interdependence of classroom jobs on each other. The unit is designed for first grade and could be taught in 4-6 weeks although different areas can be taught separately during the year.

II. Unit Content Outline:

A. Children learn occupations of each of their parents.
B. The children identify community helpers and understand their services.
C. The children recognize the interdependence among community helpers.
D. The chidren will understand that people assume roles in the community other than their specific trade.
E. The chidren will be able to show their understanding of the concept of "community" by creating a model community.

III. Unit Objectives:

1. The children will be able to discuss the occupation of each of their parents.
2. The children will be able to identify community helpers and associate them with the services they provide.
3. The children will be able to demonstrate an understanding of the services that are provided by our community helpers.
4. The children will be able to discuss the interdependence of community helpers.
5. The children will be able to recognize the various roles that one person assumes in the community at different times.
6. The children will be able to identify and distinguish between rural and urban occupations.
7. The children will be able to create an imaginary model community.

IV. Unit Description:

Unit Objective #1: The children will be able to discuss the occupation of each of their parents.

A. Criterion-Referenced Objectives:
1. The child will be able to dramatize the occupations of each of his parents. Other children will be able to guess the various occupations.

2. The child will be able to describe orally the use of tools in at least two various occupations. Acceptability will be determined by the instructor.
3. The children will be able to present a fashion show wearing their parent's (s') uniforms, if such exist.
4. The children will be able to construct puppets representing their characteristic occupations.
5. The children will then be able to present a puppet show on their parents' occupations.
6. The child will be able to construct a picture representing his parents in their occupational environment. The child can either draw the picture of his parents or cut one out from a magazine.
7. The child will be able to dictate an experience story discussing the occupations of his parents and give two reasons for their occupational importance.
8. The children will be able to guess which occupation is being depicted when their pictures are displayed.
9. The children will be able to list and tally the various occupations of their parents and put the information on a chart showing commonality of occupations.
10. The children will be able to design and put up a bulletin board entitled Parents' Jobs.
11. The children will be able to cut and paste workers on one side of a piece of paper and cut and paste the various tools that each worker might use on the other side.
12. The children will be able to construct various tools using clay.

B. Learning Activities:
1. The instructor will arrange for parents to come in as resource people to discuss with the children the various occupations.
2. Filmstrip - My Dad Works in a Service Station.
3. Filmstrip - My Mother is a Waitress.
4. Filmstrip - Father Works for Family.
5. Filmstrip - Why Do People Work?
6. The instructor will send a questionnaire home inquiring about parents' jobs.

C. Materials:
1. tools
2. paper bags, tongue depressors (puppets)
3. occupational uniforms
4. magazines
5. wall paper, yarn, buttons
6. clay

OUR PARENTS AS COMMUNITY HELPERS

STUDENT'S NAME _____.

MY MOTHER'S JOB IS _____.

HER DUTIES AT WORK ARE _____.

THE PREPARATION SHE NEEDED TO DO HER JOB WAS _____
_____. (EDUCATION OR TRAINING)

MY FATHER'S JOB IS _____.

HIS DUTIES AT WORK ARE _____.

THE PREPARATION HE NEEDED TO DO HIS JOB WAS _____
_____. (EDUCATION, TRAINING OR SPECIAL TALENTS)

IT IS POSSIBLE THAT ONE OF MY PARENTS CAN COME TO SCHOOL TO TALK TO THE CLASS ABOUT THEIR JOB _____ YES _____NO

IS THERE ANYTHING ABOUT THEIR WORK THAT WE WOULD ENJOY SEEING? (UNIFORM, MATERIALS, TOOLS)

WOULD A FIELD TRIP TO THEIR PLACE OF EMPLOYMENT BE HELPFUL TO OUR CLASS?

Unit Objective #2: The children will be able to identify community helpers and associate them with the services they provide.

A. Criterion-Referenced Objective:
   1. Given a set of 12 pictures of community helpers, the child will be able to identify each of the helpers.
   2. Given a set of pictures of ten uniforms of community helpers, the child will be able to identify the community helper who would wear each of the uniforms.
   3. Given pictures of ten community helpers and pictures of tools which are used by each of the helpers, the child will be able to correctly match the two sets of pictures.
   4. The child will be able to construct a figure of a community helper out of paper mache'.
   5. The child will be able to construct a booklet of pictures including at least ten community helpers in their characteristic uniforms.
   6. The child will be able to label each community helper picture to his booklet.
   7. The child will be able to make simple construction paper hats characteristic of at least community helpers.

B. Learning Activities:
   1. Poems:
      "Five Strong Policemen"
      "Dentist"
      "Johnny Works With One Hammer"
      "Ten Little Firemen"
      "The Postman"
      "Pearls"

2. Songs:
   "The Milkman"
   "The Baker"
   "The Druggist"
3. Fingerplay
   "Five Little Firemen"
4. Books:
   Let's Find Out About the Community
   People Who Work Near Our House
   People Who Come to Our House
   City Workers
   About People Who Run Your City

Instructor constructs various Kits for children's use to help them better understand community service.

e.g. - Restaurant Kit, Kitchen Kit, Supermarket Kit, School Kit, Disguise Kit, Post Office Kit, Cleaning Kit, Hospital Kit.

C. Materials:
1. Poems
2. Songs
3. empty food containers
4. tablecloth
5. paper plates, cups, saucers
6. napkins
7. old pots, pans, bowls, spoons, etc.
8. cardboard carton (stove)
9. toy cash register
10. play money
11. price tags
12. sales slip pad
13. wax fruit
14. empty cake mix boxes etc.
15. old pair dark glasses
16. an old hat
17. false nose
18. a wig
19. a beard
20. index cards
21. stamp pads
22. stampers
23. seals
24. shoe boxes
25. brooms
26. mops
27. dust cloths
28. sponges
29. adhesive tape
30. assorted band aids
31. small plastic bottles
32. cotton

Unit Objective #3: The children will be able to demonstrate an understanding of the services that are provided by our community helpers.

A. Criterion-Referenced Objective:
   1. Given a set of ten pictures of various occupations the child will be able to match each occupation to the community helper to which it corresponds.
   2. The child will be able to cut and paste workers on one side of a piece of paper and paste a corresponding occupation on the other.
   3. Where possible, the children will be able to visit their parent(s) at their respective jobs and on their return will be able to discuss: type of job, necessary tools used, location, and the different types of workers he observed.
   4. The child will be able to construct a chart of at least ten community helpers and the goods they produce and/or the services they provide in the community.

B. Learning Activities:
   Games:
   1. Children will play a simulated "What's My Line?" They may choose a favorite occupation or use their family's occupation.
   2. Children will play the Chain game. The Children hold hands and a leader is chosen. The leader holds a card up with a picture of a community helper and chooses another child to tell one way in which the helper helps us. etc.
   3. Children will play Look and List. The instructor will make a list of types of places (Places to learn, places for fun etc.) and the children copy the list and draw pictures of community places that can be classified under each.
   4. Children will play Fire Alarm. A child rings bell from his seat, the Fireman comes in and by following another child's directions locates the child in his seat. (the house on fire)
   5. Children will play, Let's Play Postman. The children write letters or draw pictures and all are collected and placed in a mail bag. The postman selects a letter and delivers it. The child who receives the letter can read it to the rest of the class.

   Books:
   1. Let's find out About Policemen
   2. Let's Go To a Police Station
   3. Fire Snardel Number 7
   4. A Visit to the Firehouse
   5. The Big Book of Real Fire Engines
   6. I Want to Be A Firemen
   7. Let's Find Out About Firemen

8. The three Policemen
9. I Want to be a Policemen
10. I know a Policemen
11. Police, the Work, Equipment, and Training
12. Squad Cars
13. Policemen
14. True Book of Policemen
15. Fireman Casey and Fireboat
16. Fireman - Save My Cat
17. Fire Engine Boy
18. Maruels of the U.S. Mail
19. At the Post Office
20. I Want to Be a Postman
21. Where Does a Letter Go?
22. The Mail Comes Through
23. True Book of Our Post Office and its Helpers.
24. Range Doctor
25. Let's Go to a Dentist
26. Visit to the Dentist
27. How We Get Our Mail
28. I Want to Be a Dentist
29. Doctors and Nurses
30. The First Book of Hospitals
31. I Want to be a Dairy Farmer
32. The Dairy
33. Milk For You.
34. The Doll in the Bake Shop
35. At the Bakery
36. Let's Go to Bakery
37. How we Get Our Dairy Foods
38. I Want to Be a Storekeeper
39. I Know a Grocer
40. I Want to Be a Teacher
41. I Know a Teacher

Filmstrips:
1. The Story of Milk
2. Special Delivery - Story of Our Post Office
3. Men in Blue - Policemen in Action
4. Hook and Ladder - Fire Department Story

Study Prints:
1. Fire Department Helpers
2. Police Department Helpers
3. Postal Helpers
4. Supermarket Helpers

Resource:
1. Trips scheduled to
   a. Local Post Office
   b. Local Fire Station
   c. Local Police Station

C. Materials:
   1. Books
   2. Games

Unit Objective #4: The children will be able to discuss the interdependence of community helpers. The children will be able to create an imaginary model community.

A. Criterion-Referenced Objectives:
   1. The children will be able to construct a map of an imaginary community, including all of the major community goods and service areas.
   2. The children will be able to construct a model of a community by using milk cartons, paint, paper.
   3. The children will be able to catergorize places in the community according to places to have fun, places to learn, places to worship, places for safety, places for service places for transportation, places for communication.

B. Learning Activities:
   1. Read some of the Books previously listed.
   2. Filmstrips previously listed, if needed
   3. Songs:
      a. The Gas Station
      b. I've Been Working on the Railroad
      c. What sort of People Come to Your Town?
      d. The Traffic Cop
      e. The Shoe Maker
   4. Book: About People Who Run Your City

C. Materials:
   1. Books
   2. Filmstrips
   3. Songs
   4. Paint
   5. Milk cartons
   6. Paper

Unit Objective #5: The children will be able to recognize the various roles that one person assumes in the community at different times.

A. Criterion-Referenced Objective:
   1. The child will be able to name five people that they know that have two different salaried occupations.
   2. The child will be able to name three or more people they know that have a salaried job and a volunteer job.
   3. The child will be able to draw a picture of a friend or his parents' showing the two or more jobs that they hold.
   4. The child will be given a set of ten cards representing five persons holding two occupations. Each card has a person dressed in a characteristic uniform. The child will be able to match the cards in such a way to represent the two jobs that one person holds.
   5. The children will be able to list five volunteer services in their community.

B. Learning Activities:
   1. Continued from previous learning activities.
      Books: About Helpers Who Work At Night

C. Materials:
   1. Books
   2. Songs
   3. Paper
   4. Paint
   5. Crayons

Unit Objective #6: The children will be able to identify and distinguish between rural and urban communities.

A. Criterion-Referenced Objective:
   1. The child will be able to orally state five occupations that are characteristic of the city and those that are five characteristic of the farm areas.
   2. The child will be able to construct a mural of rural and urban jobs.
   3. The child will be able to dramatize an occupation. The other children will be able to name the occupation and classify it as to whether it is rural or urban.
   4. The children will be able to design and construct a bulletin board showing rural jobs and urban jobs.
   5. The children will be able to dictate an experience story on urban and rural jobs and then discuss the importance of each job.

B. Learning Activities:
   1. Books (Review): About People Who Run Your City
      City workers
   2. Filmstrips: A Visit to the Farm
      Americans at Work: (Film depicting various types of farmers)

C. Materials:
   1. Books
   2. Filmstrips

D. Evaluation:
   1. The child will be able to construct a picture representing his parents' ('s) in their occupational environment.
   2. The child will be able to identify 12 community helpers by looking at a picture of various helpers.
   3. Given a set of ten pictures of various occupations the child will be able to match each occupation to the community helper to which it belongs.
   4. The child will be able to construct a map of an imaginary community.
   5. The child will be able to construct a model of a community by using milk cartons, paint, paper.
   6. The child will be able to name or list three volunteer services in their community.
   7. The child will be able to construct a mural of rural and urban jobs.

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I. Filmstrips:
   A. Churchill Films, Inc.:
      1. My Dad works in a Service Station
      2. Mothers Work Too. My Mother is a Waitress.

   B. Troll Ass. Inc.:
      1. Hook and Ladder - Fire Department Story, 1969.
      2. Men in Blue - Policemen in Action, Troll, 1969.
      3. Special Delivery - Story of our Post Office.
      4. A Visit to the Farm FS 631 V
      5. Americans At Work: Corn Farmer FS 631. C
      6. Americans At Work: Orance Grower FS 631.0
      7. Father Works For Family
      8. The Story of Milk
      9. Why Do People Work.

II. Study Prints:
   A. Society for Visual Education
   B. Fire Department Helpers
   C. Police Department Helpers
   D. Postal Helpers
   E. Supermarket Helpers

III. Songs:
   A. Music For Young Americans, American Book Co., 1963.
      1. The Baker
      2. The Druggist
      3. The Gas Station
      4. The Milkman
   B. Allyn and Bacon, Inc., This is Music
      1. The Shoemaker
      2. The Traffic Cop
      3. What Sort of People Come to Your Town?

IV. Books:
   1. Arnold, Oren, Marvels of the U.S. Mail
   2. Banks, Marjorie, How We Get Our Dairy Foods.
   3. Barr, George, Fire Snarkel Number 7.
   4. Brockway, Edith, Range Doctor.
   5. Buckheimer, Naomi, I Know a Teacher.
   6. Buckheimer, Naomi, Let's Go to a Bakery
   7. Buckheimer, Naomi, Let's Go to a Dentist.
   8. Cameron, Elizabeth, The Big Book of Real Fire Engines.
   9. Chapin, Cynthia, Squad Car 55.
   10. Colby, Caroll B., Police, the Work, Equipment, and Training.
   11. Collier, James, A Visit to the Firehouse.
   12. Colonius, Lillian, At the Post Office.
   13. Coy, Harold, The First Book of Hospitals.
   14. Dillon, Ina, Policemen.
   15. DuBois, William, The Three Policemen.
   16. Gayn, Bernard, Visit to the Dentist.
   17. Greene, Carla, I Want to Be a Fireman.
   18. Greene, Carla, I Want to Be a Dentist.
   19. Greene, Carla, Doctors and Nurses.

20. Greene, Carla, I Want to Be a Policemen.
21. Greene, Carla, I Want to Be a Postman.
22. Greene, Carla, I Want to Be a Storekeeper.
23. Greene, Carla, I Want to Be a Teacher.
24. Greene, Carla, Where Does a Letter Go?
25. Hall, Charles, The Mail Comes Through.
26. Hastings, Evelyn, The Dairy.
27. Henriod, Lorraine, I Know A Grocer.
28. Hoffman, Hefflefinger, About Helpers Who Work At Night
29. Judson, Clara Ingram, People Who Come to Our House.
30. Judson, Clara Ingram, People Who Work Near Our House.
31. McCall, Edith S., How We Get Our Mail.
32. Meeks, Esther K., Fireman Casey and Fire boat 999.
33. Miner, Irene, True Book of Policemen and Firemen.
34. Miner, O., True Book of Our Post Office and Its Helpers.
35. Newman, Shirlee P., About the People Who Run Your City.
36. Palazzo, Tony, Fireman - Save My Cat.
37. Pitt, Valerie, Let's Find Out About the Community.
38. Rogers, Frances, Fire Engine Boy.
39. Rowe, Jeanne A., City Workers.
40. Schloat, G., Milk For You.
41. Shapp, Martha, Let's find Out About Firemen.
42. Shapp, Martha, Let's find Out About Policemen.
43. Sootin, Laura, Let's Go To a Police Station.
44. Williams, Barbara, I Know A Policeman.
45. York, Carol, The Doll in the Bake Shop.

Unit Title: THE SCHOOL COMMUNITY

I. Unit Overview: Each adult member of the School Community has many tasks to perform. The first grader needs to be aware of the scope and variety of each work role as it relates to all school members.

II. Unit Content Outline:

A. School Community Members:
1. child
2. nurse
3. librarian
4. cafeteria personnel
5. custodian
6. bus driver
7. crossing guard
8. secretary
9. principal
10. aide

B. Purpose
1. To explore in depth the roles in the school community.
2. To establish working relationships with one another.
3. To discover interdependence among adults and pupils.

III. Unit Objectives:

1. The child will be able to identify each worker in the school community and discuss the diversity and interdependence of each work role.

IV. Unit Description:

Unit Objective #1: The child will be able to identify each worker in the school community and discuss the diversity and interdependence of each work role.

A. Criterion-Referenced Objectives:
1. The child will identify ten school community members and describe interrelationships and complexity of their work.

B. Learning Activities:
1. Write an invitation to invite workers to visit the classroom.
2. Tour the building and school grounds to see school personnel at work.
3. Interview school workers.
4. Participate in discussions about school members.
5. Participate in role playing.
6. Set up learning stations depicting school workers on the job.
7. Draw or paint pictures of school workers.
8. View and discuss visual materials including film strips, films, study prints, film loops, books, etc.
9. Make a booklet including school personnel and their positions.

10. Plan a newspaper highlighting School People in the News.
11. Utilize the T.V. equipment through a T.V. panel or Program discussing Interdependence in the School Community.
12. Write poems about school people.
13. Compose a song about school workers.
14. Play What's My Line or I've Got a Secret.
15. Develop a Concentration game matching work equipment to workers.
16. Describe the effect in school if one member was eliminated.
17. Discuss the contributions made by each school member.
18. Create Helping Hands chart showing interdependence in the classroom.
19. Make up riddles describing school friends and helpers.
20. Create a bulletin board depicting the school community.
21. Write chart stories for Language Arts concerning the School Community.
22. Chart-Trace hands of each worker visiting the classroom. Label job that these hands do.
23. Make individual graphs depicting the school community workers whose services were needed during a given day.
24. Make dot to dot number or alphabet ditto of tools used by school workers.
25. Learn school workers names and occupations as sight words.

C. Materials:
   1. Filmstrips:
      a. The School Community Series, Encyclopedia Britannica
   2. Peabody Language Development Kit
      a. Level 1 -- Lesson 98, Activity 2 Discussion about school
      b. Level 2 -- Lesson 27, Activity 2 Places in the school and how to get there
         Lesson 85, Activity 2 Playing Librarian
         Lesson 85, Activity 1, What is a Library?
   3. Textbooks:
      a. In School and Out, D.C. Health and Company, 1966, pages 1-66.
   4. Books:
      a. Andy and the School Bus, Jerold Beim, Morrow, 1959.
      b. Two is a Team, Lorraine and Jerold Beim, Harcourt, Brace, 1945.
      c. Country School, Jerold Beim, W. Morrow, 1965.
      d. Big New School, Kathryn and Bryon Jackson, Simon and Schuster, 1950.
      e. Jerry at School, Kathryn and Bryon Jackson, Simon and Schuster, 1959.
      f. What's Wrong with Julio? Virginia H. Ormsby, Lippincott, 1965.
      g. Rutherford T. Finds 21B, Barbara Pinkoff, G.P. Putnams & Sons, 1970.
      h. The Little School of Cottonwood Corners, Eleanor Schick, Harper & Row, 1965.
      i. I am Here, Rose Blue, Watts, 1971.

5. Records and Songs:
   Making Music Your Own, Silver Burdett Co. 1966
   a. Walk to School, Page 7
   b. Riding in the Bus, Page 8
6. Study Prints, Walt Disney Productions:
   a. Walt Disney -- School Bus Safety
   b. Walt Disney -- Welcome to Hazardville, PA
7. Films from Delaware State Department of Public Instruction:
   a. Watch it, Johnny
   b. Beginning Responsability, Rules at School
   c. Books and Their Care

D. Evaluation:
   1. The child will discuss orally the school workers roles and how they depend on each other.
   2. Given a set of pictures of school workers, names of workers, and printed names of occupation, the children will be able to match words to pictures.

Unit Title: SELF-AWARENESS

I. Unit Overview: The self-awareness unit is very important for developing healthy self-concepts in small children and providing them with a basis for better understanding themselves, their peers, and their families. All children need to look positively upon themselves and to have a working confidence which can aid them in their interaction with others. A very effective time for implementing such a program can be in the early primary grades. This unit can be used at various times throughout the school year. Some teachers might find that only certain parts are applicable to them.

II. Unit Content Outline:

A. Child as He sees himself
   1. child draws himself
   2. child is tape-recorded
   3. child dictates experience story
   4. Role - play activities
   5. use of books and filmstrips

B. Child as he sees himself in relation to group
   1. discussion
   2. construction of My Friend booklets
   3. Use of the sense organs to discover various children
   4. construction of murals, bulletin boards, depicting how children help one another and how they depend on each other.
   5. Demonstration of how we need to exhibit self-control in group situations.

C. Child as he sees himself In Relation to his Family
   1. Child's responsibilities at home.
   2. Discussion of parents' occupations.
   3. Exhibiting understanding of the interdependence of family members and their responsibilities.

III. Unit Objectives:

1. The children will be able to differentiate himself from others, and tell about himself.
2. The children will be able to recognize other children in the group.
3. The children will be able to discuss and identify ways in which other members of his peer group are helpful to him.
4. The children will be able to describe the concept of energy as the power to do work as related to inter-intrapersonal needs.
5. The children will be able to demonstrate self-control, and will be able to describe the need for it in work-play situations.
6. The children will be able to identify and describe school tasks that are his responsibility and the interrelationship of his tasks to those of others.

7. The children will be able to dramatize the tasks that he likes and those that he dislikes.

8. The children will be able to discuss what he might like to be.

9. The children will be able to demonstrate an understanding of the interrelationship of his tasks with those of his family.

IV. Unit Description:

Unit Objective #1: The children will be able to differentiate himself from others, and tell about himself.

A. Criterion-Referenced Objective:
   1. The child will be able to construct a picture of himself and discuss himself.
   2. The child will be able to compare and contrast verbally likenesses and differences between himself and others.
   3. The child will be able to recognize the picture representative of himself when pictures of all students are collected, scrambled, and displayed.

B. Learning Activities:
   1. Arrange for the child to be tape recorded who he is, how he feels about his family, where he lives, etc.
   2. Let children pair up; allow one child in each pair to trace the other, and take turns. Let them use yarn, buttons, wallpaper or whatever is available to complete their picture about themselves.
   3. Let children dictate a story to the instructor, "All about Me". Record it on paper for the children to read.
   4. Construct a TV, large enough for children to stand behind and be seen. Let them tell others about themselves.
   5. Read story - Just Me. Marie Hall Ets
   6. Read story - Is This You?
   7. Filmstrip - Who Am I?
   8. Filmstrip - The Joy of Being You.
   9. Read book - I Am.
   10. Encourage children to bring in pictures of themselves from infancy through six years of age. Make a time line for each. Encourage discussion and allow children to make comparisons between themselves.
   11. Read book - Me
   12. Record Album - Self-Image
   13. Read book - The Snowy Day
   14. Read book - Stevie
   15. Read book - Evan's Corner.

C. Materials:
1. Tape recorder
2. Books - above
3. Records - above
4. Yarn, buttons, wallpaper
5. Filmstrips - above

Unit Objective #2: The children will be able to recognize other children in the group.

A. Criterion-Referenced Objective:
1. The child will be able to identify each child in the class by name.
2. The child will be able to identify other children by using the various sense organs - eyes, ears, and hands.
3. The child will be able to discuss in a group at least five positive aspects of a particular child.
4. The child will be able to construct a booklet entitled My Friends. The booklets are passed around and each child signs his name to each booklet. It gives each child good practice printing his own name and also gives children opportunities to associate all names with the children.

B. Learning Activities:
1. Game - Who Am I? - (game - personal file - associating voices with appropriate child).
2. Prepare class book - on things we like to see, hear, smell, to touch (own personal file)
3. Read - The Ear Book - Al Perkins
   The Foot Book - Dr. Seuss
4. The Best in Children's Lit - Record - The Five Senses
5. Records - Sights and Sounds
   Children's World of Sounds
6. Game - (own personal file) Child identifies others first by feeling another's face.
7. Child uses other's names when actively involved in classroom activities.
8. Child constructs a group picture and dictates the name of each child in it to the instructor.
9. Book - My Five Senses
   Feelings
10. Filmstrip - All kinds of Feelings
11. A different child will be chosen daily to be a star for the day.
12. Read book - Will I Have a Friend?

C. Materials:
1. Books (above)
2. Filmstrips (above)
3. Records (above)

Unit Objective #3: The children will be able to discuss and identify ways in which other members of his peer group are helpful to him.

A. Criterion-Referenced Objective:
   1. The child will be able to state the names of four children and tell how they are helpful to the adequate functioning of the classroom.
   2. The child will be able to state at least four ways that he can be helpful to others in the classroom.
   3. The child will be able to construct a booklet incorporating pictures about himself that show how he is helpful to others.

B. Learning Activities:
   1. Construct a bulletin board including all classroom jobs. The children will be able to hold discussions concerning the types of jobs and responsibilities in the classroom.
   2. Class discussion - Feelings - How would you feel if no one in the class liked you? How would you feel about yourself etc?
   3. Allow children to conduct interviews with one another using the TV already constructed from a previous activity.
   4. Filmstrip - Nothing Is Something To Do.
   5. Filmstrip - First things: What do you expect of others?

C. Materials:
   1. Filmstrips - (above)

Unit Objective #4: The children will be able to describe the concept of energy as power to do work as related to inter/intro personal needs.

A. Criterion-Referenced Objective:
   1. The child will be able to demonstrate how he does work by walking, talking, lifting, stooping, and bending to accomplish his needs and those of others.
   2. The child will be able to state at least three classroom tasks that are dependent on others' jobs. Acceptability will be determined by instructor.
   3. Children will be able to construct a mural using paint incorporating all children involved in classroom tasks, showing how all share in the adequate functioning of classroom chores.

B. Learning Activities:
   1. The children will participate in group relaxation exercises where they move individual body parts / relax, move, relax etc. in order to develop a better concept of moving as power to do work.
   2. Action play (incorporates various body movements) (own personal file)
   3. Game - Show Us What to Do - (own personal file)
   4. Book - The Forgotten Bear
      The Untidy Little Hedgehog
      The cat and the Bird In the Hat (Sharing)
      Let's Be Enemies
   5. Filmstrip - People Packages
   6. Story/Record - Do you Move As I Do?
   7. Role play - tying shoes, jump rope, sewing, cooking, playing, jacks, reading etc.

C. Materials:
   1. Books
   2. Records
   3. Filmstrips
   4. Paint

Unit Objective #5: The children will be able to demonstrate self- control and be able to describe a need for it in work - play situations.

A. Criterion-Referenced Objective:
   1. The child will be able to describe four classroom activities where self-control is demonstrated.
   2. The child will be able to state at least three situations where self-control is and is not exhibited.
   3. The child will be able to show three advantages of exhibiting self-control in appropriate situations.
   4. The child will be able to state at least three situations where self-control should be exhibited and where it need not be exhibited for appropriate functioning in the classroom. Acceptability be determined by the instructor.
   5. The child will be able to role - play classroom situations where they feel appropraate self-control should be exhibited-e.g.-during sharing, other listening activities, discussions.

B. Learning Activities:
   1. Poem - Listening
   2. Book - A Birthday for Frances (taking turns)
   3. Filmstrip - You got Mad, Are you glad?
   4. Filmstrip - How Do You Feel About School?
   5. Book - Sam, Bangs and Moonshine
   6. Book - Bedtime for Frances
   7. Book - Bread and Jam For Frances

C. Materials:
   1. Books
   2. Filmstrips

Unit Objective #6: The child will be able to identify and describe school tasks that are his responsibility and the interrelationship of his tasks to those of others.

A. Criterion-Referenced Objective:
   1. The child will be able to name at least three specific jobs in the classroom and explain their importance to the adequate functioning of the classroom. Acceptability will be determined by the instructor.
   2. The child will be able to match each child to his school task and will be able to state orally the importance of each.
   3. The child will be able to construct story characters depicting children working and playing together.
   4. The child will be able to hold a classroom talent show concerning jobs child likes to do. Other children guess jobs.

B. Learning Activities:
1. Make a chart for children to see which jobs are most popular in the classroom.
2. Make a bulletin board showing, "Our Helping Hands." Allow the children to match names to the specified classroom tasks.
3. Filmstrip - Why Do People Work?

C. Materials:
1. chart paper
2. filmstrips

Unit Objective #7: The child will be able to dramatize classroom tasks he likes and those he dislikes.

A. Criterion-Referenced Objective:
1. The child will be able to discuss two classroom jobs he would like to have and tell why.
2. The child will be able to discuss two classroom jobs he would not like to have and tell why.
3. The children will be able to discuss and dramatize preferred roles using the previously constructed TV.
4. The children will be able to discuss and dramatize roles that are not preferred, using the previously constructed TV.

B. Learning Activities:
1. The Little Red Hen - Book - Read and discuss the outcome since each character didn't do his job.
2. Filmstrip - My Friends Need Me
3. Read Book - Old Woman and Her Pig

C. Materials:
1. Books
2. Filmstrip
3. Constructed T.V.

Unit Objective #8: The child will be able to discuss what he might like to be.

A. Criterion-Referenced Objectives:
1. The child will be able to dramatize a person involved in a specific occupation.
2. The child will be able to draw a picture indicating what he might like to be.
3. The child will be able to construct a booklet including four jobs he/she might like to do as an adult including necessary tools, clothing, and types of places characteristic of each job.
4. The child will be able to role-play jobs in which he might be interested: barber, baker, grocer, druggist - pharmacist, beautician, dentist, doctor, policeman, farmer, etc.
5. The child will be able to present a puppet show representing his favorite occupational choice.

B. Learning Activities:
1. Make a display of tools that might be used in various occupations. Let the children play a game by blind folding them and allowing them to identify the various tools.
2. Field trips can be arranged for nearby barber shops, grocery stores, bakeries, drug stores, police departments, and farms.
3. Make a chart tallying the number of children interested in particular jobs.
4. Filmstrip - Where Do I Work?
5. When I Grow Up I Want to Be - Record/story

C. Materials:
1. Filmstrips
2. Tools
3. Chart paper

Unit Objective #9: The child will be able to demonstrate an understanding of the interrelationship of his tasks to those of his family.

A. Criterion-Referenced Objectives:
1. The child will be able to describe his father's and/or mother's occupation(s) and explain why and explain why their job is an important one.
2. The child will be able to state three jobs that are his responsibility at home.
3. The child will be able to state two jobs that are the responsibility of each other member of his family.
4. The child will be able to construct a picture showing each family member's specific tasks and how they are related.
5. The child will be able to describe his own significance in his family life.
6. The child can bring in characteristic tools, clothing, etc., depicting parent's (s') occupations. The child will be able to discuss his parent's (s') jobs with the class.
7. The child who has characteristic clothing will be able to present a fashion show for the others. Other children can guess who each child is representing.
8. Each child will be able to disucss tasks that are his responsibility at home.
9. The child will be able to draw a picture of his family showing some of the jobs that each is responsible for at home.
10. Child will be able to construct a picture labeled "Happiness Is" in relation to his family's home tasks.
11. Children will be able to construct a chart on the consequences of not participating in his/her responsibilities at home--"What if" - 1) we could eat as many sweets and other snacks as we wanted. 2) stay up late everynight. 3) Play as long as we wanted.

12. The children will be able to dictate an experience story on: Tasks I do at Home and Tasks I do at School.

B. Learning Activities:
   1. Filmstrip - People Packages
      My Baby Sister Needs Me
      My Best Friend Needs Me
      My Dog Needs Me
      My Mother and Father Need Me
      How Do You Feel About Your Home & Family
   2. Books - Brothers and Sisters are like That
      A picture for Harold's Room
      The Sesame Street Book of People and things
      Tubby and the Lantern
      Nothing to Do
      The Man Who Didn't Wash His Dishes
      The Day Daddy Stayed Home
      The Very Little Boy
   3. Poems - Family (own personal file)

C. Materials:
   1. Books
   2. Filmstrips
   3. Tool
   4. Chart paper

D. Evaluation:
   1. The child will be able to construct a picture of himself and discuss aspects of himself, how he feels about himself, his family, and where he lives etc.
   2. The child will be able to identify each child by name.
   3. The child will be able to state four ways that he can be helpful to others in the classroom.
   4. The child will be able to demonstrate how he does work by moving various body parts to accomplish necessary goals.
   5. The child will be able to state orally and show by drawing a picture three classroom activities where he uses self-control.
   6. The child will be able to draw four pictures showing the importance of four classroom jobs.
   7. The child will be able to dramatize two preferred classroom jobs.
   8. The child will be able to match various tools to the related occupations.
   9. The child will be able to dictate an experience story telling about his parents' occupations.

I. Filmstrips:
   A. IFC Series:
      1. How Do You Feel About Your Home and Family?
      2. How Do You Feel About Other Children?
      3. How Do You Feel About School?
      4. My Best Friend Needs Me.
      5. My Baby Sister Needs Me.
      6. My Dog Needs Me.
      7. My Friends Need Me.
      8. My Mother and Father Need Me.
   B. Scholastic Services:
      1. Who Am I?
      2. All Kinds Of Feelings.
      3. Nothing is Something to Do.
      4. People Packages.
      5. The Joy of Being You.
   C. First Things Series:
      1. First things: You got mad, Are you glad?
      2. First things: What Do You Expect of Others?

II. Records:
   A. Bowmar Records, Inc.:
      1. The Best in Children's Literature
         a. Child's World of Sounds
      2. The Best in Children's Literature
         a. The Five Senses
      3. Self-Image
      4. Sights and Sounds
      5. Values
   B. Golden Records Affiliated Publishers: New York
      1. Jack Guilford, A Child's Introduction to Grown-Ups
      2. When I Grow Up, I Want to Be A.

III. Books:
   1. Aliki, My Five Senses, Crowell Press, 1962.
   2. Berg, J. H., The Little Red Hen.
   3. Brett, Molly, The Forgotten Bear, The Medici Society, 1966.
   4. Brett, Molly, The Untidy Little Hedge Hog, The Medici Society, 1966.
   5. Bridwell, Norman, the Cat and the Bird in the Hat, Scholastic New York 1973.
   6. Cohen, Miriam, Will I have A Friend? Young Readers Press, New York 1967.
   7. Crockett, Johnson, A Picture For Harold's Room, Scholastic Book service, New York, 1973.
   8. Dunn, Judy, Feelings, Creative Education Society, 1971.
   9. Ets, Marie Hall, Just Me, Viking Press, New York, 1965.
   10. Hill, Elizabeth Starr, Evan's Corner, Holt, Rinehart's Winston, 1967.
   11. Hoban, Russell, Bedtime for Frances, Harper, & Row, New York, 1964.
   12. Hoban, Russell, A Birthday For Frances, Harper's Row, New York 1964.

13. Hoban, Russell, Bread and Jam For Frances, Harper & Row, New York, 1964.
14. Hoban, Russell, Harvey's Hide Out, Scholastic Book Service, 1969.
15. Hoban, Russell, Nothing to Do, Scholastic Book Services, 1964.
16. Keats, Ezia, Jack, The Snowy Day, Scholastic Book Services, 1969.
17. Kessler, Ethel and Leonard, The Day Daddy Stayed Home, Doubleday, 1959.
18. Krasilovsky, Phyllis, The Man Who Didn't Wash His Dishes, Doubleday, 1950.
19. Krasilovsky, Phyllis, The Very Little Boy, Doubleday & Co., 1962.
20. Krauss, Ruth, Is This You?, Scholastic Book Services.
21. Myers, Berniz, My Mother is Lost, Scholastic, New York, 1974.
22. Lister, Sonia, I Am, Scholastic Book Services 1973.
23. Ness, Evaline, Sam, Bangs, and Moonshine, Holt, Rinehart, 1966.
24. Perkins, Al, The Ear Book - Randome House, New York, 1968.
25. Perkins, Al, Tubby and the Lantern, Random House, 1971.
26. Dr. Seuss, The Foot Book, Random House, 1968.
27. Steptoe, John, Stevie, Scholastic book services, 1970.
28. Udry, Janice May, Let's Be Enemies, Harper & Row, 1961.
29. Selected by Child Study Assoc. of America, Brothers and Sisters Are Like That, Thomas Y. Crowell company, New York, 1971.
30. McGraw-Hill, Old Woman and Her Pig, 1960.
31. Preschool Press Book - Little Brown & Co, New York, 1970. The Sesame Street Book of People and Things.

SCIENCE

Unit Title: CAREERS IN MARINE OCCUPATIONS

I. Unit Overview: The purpose of this career education unit is to provide pupils with an awareness of career possibilities in marine occupations. Kindergarten pupils will be introduced to two basic marine careers, fisherman and seaman. Through various activities these careers will be described and the idea of how an /A/person fits into these careers will be developed.

II. Unit Content Outline:

A. Interaction with book: I Want to be a Ship Captain, by Carla Greene
   1. Role playing ship duties
   2. Classifying occupational pictures
   3. Recognizing significance of jobs
   4. Recognize that an /A/person is needed to do any job

B. Interaction with book: I Want to be a Fisherman, by Carla Greene
   1. Role playing jobs of fisherman
   2. Recognizing products of fisherman and therefore his worth to society

III. Unit Objectives:

1. Pupils will be able to role play jobs on a ship.
2. Pupils will be able to classify pictures of ship occupations and nonship occupations.
3. Pupils will be able to recognize the worthiness of all jobs on a ship.
4. Pupils will be able to recognize that an /A/person,i.e. awake, is needed in any occupation.
5. Pupils will be able to role play the jobs of a fisherman.
6. Pupils will be able to identify the products of fisherman and his worth as a part of our society.

IV. Unit Description:

Unit Objective #1: Pupils will be able to role play jobs on a ship.

A. Criterion-Referenced Objective: The student will be able to act out at least one ship related job.

B. Learning Activities:
   1. Read I Want to be a Ship Captain to class (Clara Greene)
   2. Discuss the different jobs with pupils and act them out yourself.
      a. "What might the ship's captain do?" Pantomime: steering, looking around the ship, giving orders.
      b. "What might the ship's baker or cook do?" Pantomime: stirring, putting things in oven, rolling dough, serving food.
   3. Next, give all pupils a chance to act out jobs on a ship. This may be done on an individual or large group basis.

4. Notes on difficult words that should be rephrased for kindergarten pupils.
   a. Engineer - one who runs motors
   b. Navigator - helps ship find its way.

C. Materials:
   1. I Want to be a Ship Captain, by Carla Greene, 387.2 G C-2

Unit Objective #2: Pupils will be able to classify pictures of ship and non-ship occupations.

A. Criterion-Referenced Objectives: Given pictures of ten people, pupils will be able to classify them as to whether they are performing in ship or non-ship occupations.

B. Learning Activities:
   1. Present drawings of people performing jobs on chalk board. Let pupils describe what is being done in each of the pictures.
   2. Ask: "Which people would we find working on a ship?"
   3. Ask "Which people would we not find working on a ship?"
   4. Bring out that we now have two groups of pictures:
      a. People who do work on a ship
      b. People who don't work on a ship
   5. Distribute cards to pupils
      a. Five cards have a ship drawn on them
      b. Five cards have a ship drawn on them with a large "X" drawn through the ship
   6. Ask pupils with "ship" cards to come to the board and stand next to a ship occupation.
   7. Ask pupils with "not ship" cards to come to the board and stand next to non-ship occupations.
   8. Repeat until all pupils have had a chance to participate.
   9. This may be set up as a learning station for pupils to work with on their own.

C. Materials:
   1. Book: I Want to be a Ship Captain, by Carla Greene
   2. Cards made out of construction paper as described in 5a and 5b.
   3. Board drawings as described on next page.
   4. Field trip to Marine Terminal in Wilmington.

Unit Objective #3: Pupils will be able to recognize the worthiness of all jobs on a ship.

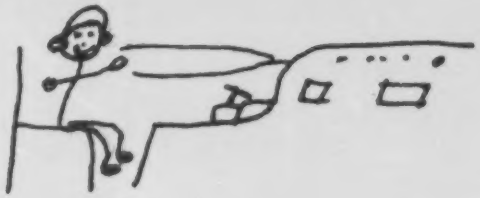
A. Criterion-Referenced Objectives: Pupils will be able to state the consequences of eliminating any specific job on a ship

B. Learning Activities:
   1. Ask the following questions of the pupils and try to gain similar responses to those listed below.

EXAMPLES OF OCCUPATIONAL

PICTURES

COOK



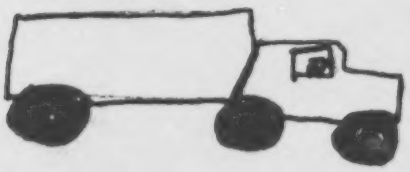
RADIO OPERATOR

DECK HANDS

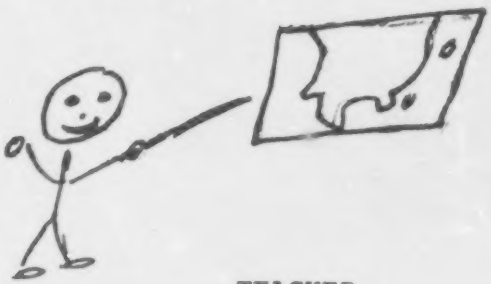
FARMER

CAPTAIN

JANITOR



TRUCK DRIVER



TEACHER

STOREKEEPER

NEWSPAPERMAN

LUMBERMAN

B. Learning Activities:

1. What would happen if there was no...

a. captain? - Nobody would know what to do
b. engineer? - Nobody to run motors
c. navigator? - Nobody to tell ship where to go
d. radio man? - Nobody to send for help and find out about storms
e. no janitors? - Messy rooms
f. no cook? - Starvation
g. no seamen? - Nobody to load or fix things

2. Ask: "Is every job on a ship important?"
3. Ask: "Does everybody need everybody else on a ship?"

C. Materials:
1. Book: I Want to be a Ship Captain, by Carla Greene
2. Pictures or drawings of the seven occupations discussed

Unit Objective #4: Pupils will be able to recognize that an /A/ person is needed to perform every job.

A. Criterion-Referenced Objectives: Pupils will be able to state that all jobs require the person to be awake.

B. Learning Activities:
1. Out of the requirements for being an /A/ person (awake, aware, alert, alive, active, and anticipative of the future), the kindergarten level focuses upon Awake.
2. Ask: "What happens if the captain of a ship is sleepy or doesn't pay attention to his job?" Response - Crew will not know what to do.
3. Ask: "What happens if the navigator (person who guides the ship) is sleepy or doesn't do his job?" Response - The ship may crash.
4. "What happens if the cooks are sleepy or don't pay attention to their job?" Response - Fire may start.
5. "Is it important that all people on a ship be awake?"
6. Develop: "To be awake is the meaning of an /A/ person."

C. Materials:
1. Book: I Want to be a Ship Captain, by Carla Greene

Unit Objective #5: Pupils will be able to role play the actions of a fisherman.

A. Criterion-Referenced Objectives:
1. the pupils will be able to act out one of the jobs of a fisherman.

B. Learning Activities:
1. Read I Want to be a Fisherman to class.
2. Ask: "What are the jobs of a fisherman?"
   a. Driving boat
   b. Letting out and gathering nets
   c. Sorting fish
   d. Putting fish in hold
   e. Getting supplies
3. Pantomine jobs yourself as you talk about them.
4. Invite each pupil to give his or her own opinion and interpretation of the fisherman's jobs.
   Possibilities:
   a. Driving boat: steering motions, casting off, letting out anchor, and looking at horizon.
   b. Letting out nets - pulling and spreading out nets.
   c. Sorting fish - picking out fish and putting them into various imaginary piles.
   d. Putting fish in hold. Picking up imaginary fish and placing them below deck.
   e. Getting supplies - Picking up bag and boxes and taking them from the dock to the ship.
5. This activity focuses upon the fish gathering and sorting of the fisherman.
6. Pupils will use their hands as "nets" to gather a pile of multi-colored fish from the "sea" (a table top).
7. Pupils will place fish in "holds" (boxes of cardboard) according to color.
8. If different sized paper fish are made, pupils may put back those that are too small.

C. Materials:
1. Book: I Want to be a Fisherman by Carla Greene
2. Paper fish of different colors and sizes.
3. Cardboard boxes (shoe boxes).

Unit Objective #6: Pupils will be able to identify the products of a fisherman and his worth as a part of society.

A. Criterion-Referenced Objectives:
1. Pupils will be able to identify orally the names of four animals that fishermen take from the sea.
2. Pupils will be able to state that the fisherman has a worthwhile occupation since he supplies food to people.

B. Learning Activities:
1. From the World Book Encyclopedia show these animals to the pupils:
   a. Tuna - Volume 18, page 397
   b. Lobster - Volume 12, page 363
   c. Crab - Volume 4, page 895
   d. Clam - Volume 4, page 498
   e. Whale - Volume 20, page 213-214b

2. From SVE Picture Story Study Prints: "Large Sea Animals" and "Small Animals of Sea and Shore," show these pictures to pupils:
   a. White Whale
   b. Crab
3. While showing pictures tell pupils that fishermen take these and many other animals from the sea for us to eat or use.
4. On the day following parts 1, 2, and 3, ask individual pupils to identify pictures of five sea animals. Ask:
   a. What is this a picture of?
   b. How do people get the food from these animals?
   c. Why is the fisherman important to you and I?
   d. Have you ever eaten tuna fish, crabs, lobsters or clams?
   e. Who got these foods for us?

C. Materials:
   1. Pictures from World Book and SVE Study Prints as described above.

D. Evaluation:
   1. Oral questions: (These can be done individually or with a large group)
      a. Can you pretend that you are doing a job on a ship?
      b. What would happen on a ship with no captain?
      c. What would happen on a ship that had no one who could run the motors? (no engineer)
      d. What would happen on a ship if there was no one to tell the ship where to go? (no navigator)
      e. What would happen on a ship that had no radio man?
      f. What would happen on a ship with no workers (seamen) to do jobs?
      g. Do you need to be awake to do a job well?
      h. Can you pretend you are doing a job of a fisherman?
      i. What does a fisherman give us?
      j. Name four animals taken from the sea.
   2. Manipulative Problem - Classifying. Refer to objective 2 for kindergarten.
      a. Which of these jobs would you find on a ship?
      b. Which of these jobs would you not find on ship?

Unit Title: Environmental Control

I. Unit Overview: The unit Environmental Control proposes to introduce at the Kindergarten level an awareness of Our immediate environment, that careers and work people do influence this environment. To provide an awareness that an A person is concerned with controlling those forces and conditions which will influence the environment for ourselves and others.

II. Unit Content Outline:

A. Introduce our immediate environment
   1. Our self (individual well being)
   2. Our family (individual home responsibility)
   3. Our school (individual as part of classroom organization)
   4. Our local community individual needs supplied)

III. Unit Objectives:

1. Our Immediate Environment - The student will be able to discuss orally, people and places that make up his immediate environment
   a. Ourself - The student will be able to demonstrate ways his personal environment influences his own well-being
   b. Our Family - The student will be able to distinguish his individual role as and influencial member of his home environment.
   c. Our school - The student will be able to demonstrate his individual responsibility as a member of the classroom environment.
   d. Our Local Community - The student will be able to recognize his dependence of the local community environment for his individual needs.

Unit Objective #1: Our Immediate Environment - The student will be able to discuss orally the people and places that make up his immediate environment.

A. Criterion-Referenced Objective: The student will be able to recite by career, work people do, and/or individual name (when possible) at least five persons they know that are part of their immediate environment of self, family, school and local community.

B. Learning Activities:
   1. Self - Student is provided a situation from time to time during the first week or two of school to select another person and tell how/why he knows that person. Suggestions:
      a. Person is best friend (social studies). Group discussion on the interdependence of each other for companionship, understanding, etc.
      b. Person likes some song (music). Group sings or perhaps learns a song to be lead by the student.

c. Person has same kind of pet (science). Discussion on how pets like all living things need nourishment and love.
d. Person likes same game (gym). Discussion on rules of game to group and person starts by being "it".
e. Person likes same TV show (language arts). TV show title is written on board followed by discussion on how we often recognize person, places and things by words. Also importance of speaking clearly.

2. Family - (art) Students are supplied material to draw themselves in relation to place in family. Teacher helps student identify and label each family member.
3. School - (social studies) Student is provided opportunity to examine at least five types of equipment used by school personnel and associate the names and work these people do in the school.
4. Local Community - (math) Students are provided opportunity to relate the number of times, number of things they can carry, number of things something has or uses that is a product or service from the local community.

C. Materials:
1. Chairs arranged for various group discussions.
2. Music books and piano.
3. Flannel board to mount pictures, labels and numbers.
4. Chalk board materials for writing student reactions.
5. Construction paper and crayons.
6. School equipment
   a. Chalk and erasers - teacher (name)
   b. Basket ball - gym instructor (name)
   c. Music book - music instructor (name)
   d. Paint and brushes - art instructor (name)
   e. Cooking utensils (pots and pans) - cafeteria worker (name)
7. Numbers, pictures of pets and people to mount on flannel board beside things mentioned in various group discussions.
8. Study prints
   a. Neighborhood Friends and Helpers, pages 341.42
   b. School Friends and Helpers, pages 372.2
   c. Super Market Helpers, pages 658.87
9. Filmstrip
   a. Who are you? 371.42
   b. Going to School is fun. 371.8
10. Games - Simon "Says. . .

Unit Objective #1a - Our Self - The student will be able to demonstrate ways his personal environment influences his own well-being.

A. Criterion-Referenced Objective: Our Self - The student will be able to demonstrate ways his personal environment influences his own well-being by performing successfully personal objectives provided in an individual folder.

B. Learning Activities: An individual folder is provided for each student containing sheets of paper with name and objectives listed and space provided for, indicating with an X, times where it is apparent the student has successfully shown evidence of performing these objectives. The folder could be possibly titled Things That Help Me be Me. This can be a year's activity to be reviewed from time to time.

Objectives:

1. I know I am a person (art and language)
   a. Student is provided material to make life size cut-out of himself. Color and fill in with individual details such as hair, color of eyes, etc.
   b. Discuss appropriate words to describe himself, such as boy or girl, tall or short, slim or stout, etc.
   c. Student tells ways he is different from other living or non-living things by the way he lives and acts.
   d. Student explains from a series of pictures with people at work, what makes people different from things they may see in the pictures.
2. I know I grow and change (math)
   a. Student is helped to measure his height and weight in metric units (can be done several times a year).
   b. Student brings in baby pictures and perhaps others can try to match picture with now individual.
   c. Student discusses ways he, and an older brother or sister have and/or will change as they grow.
   d. Student discusses possible career role or work he knows that he may choose as he grows up, as related to growth.
3. I know I have different feelings (language)
   a. Student uses dolls or puppets for role-playing of situations which exemplify feeling - of joy, satisfaction, anger, fright, sorrow, surprise, etc.
   b. Student tells of personal experiences and how he felt.
   c. Read stories to student and provide opportunity to determine mood of situation and/or feelings of story characters.
   d. Use classroom and/or playground experiences to illustrate how feelings can often determine the way people act.
   e. Discuss feelings student has toward different home and school chores he has and why. Include how feelings often determine how well a job is done. Discuss feelings parent may have toward their career or type of work in relation to attitudes.
4. I know how my senses help me (science)
   a. Student given opportunity to understand that he can recognize and enjoy life most by experiencing things the sense of touch, taste, smell, hearing and sight.
      1. Blind fold games:
         Touch - Discovers things have size, shape and form by using only their hands.

Hearing - Discover where you are or what is happening only by sounds.
Taste - Discover things have individual taste such as sweet or sour.
Smell - Discover smells are odors.

2. Sight game such as Hide and Seek.

b. Discuss with student how senses can be important for his health and safety. Dangers:
   1. Siren (sound)
   2. Flashing lights (sight)
   3. Unpleasent odor (Smell)
   4. Harmful medicine (taste)
   5. Sharp objects, temperature change (touch)

c. Student given opportunity to discuss how senses relate to careers and work people do.
   1. Musician - sight (read music) sound (right pitch and key)
   2. Pet store worker - touch (handling animals)
   3. Cafeteria - cook (taste)
   4. Mechanic - sound (smooth running) touch (handling tools)
   5. Secretary - sight (read letters) touch (keys on typewriter)

5. I know I need good health habits (science and health)
   a. Arrange visit with school nurse to explain importance of cleanliness and personal hygiene habits for "germ control."
   b. Student can demonstrate by selecting from a collection of personal hygiene articles the need and use of these things for "germ control."
   c. Student can with teacher's help make a list of typical day's activities to illustrate importance of rest and exercise.
   d. Student prepares a healthy snack to demonstrate a balanced diet.
   e. Student draws a picture of himself getting ready for school to illustrate his role and responsibility for good health in selection of proper clothing, washing, brushing teeth, breakfast, etc.
   f. Student role plays visit to person or persons whose careers are related to good health (doctor, dentist, nurses, etc.)

6. I know I can do many things myself (awareness)
   a. Student selects, looks at and returns a book by himself.
   b. Student uses facilities for personal hygiene on his own.
   c. Student selects an individual game or toy, uses and returns it by himself.
   d. Student delivers or picks up something from another classroom or other part of the school on his own.
   e. Student gets himself ready to leave the school without help.

f. Student paints a picture in several different colors, sings a song, recites a poem, etc., by himself.
g. Student dresses up as a career related person and role-plays the work of that person on his own.

7. I know I can do many things with others (cooperation)
   a. Student takes active part in group game for enjoyment of all.
   b. Student adds his picture painting to the bulletin board showing the part he plays in a group game such as baseball or a guessing game.
   c. Student takes active part in planning a health snack. (brings in or makes something for snack.)
   d. Student works with others building a cardboard house or other class project.
   e. Student discusses types of workers needed for a real house to be built.
   f. Discussion on why somethings and not others can be done alone.
8. I know I can depend on others (interdependence)
   a. Student selects pictures that shows things for which he depends on from his parents (food, clothes, home, etc.).
   b. Student discusses ways other student help him clean up the room.
   c. Student role-plays person he goes to when needs help. Lost - Policeman, toothache - Dentise, Sick - Doctor, etc.
9. I know others depend on me (dependability)
   a. Student discusses his importance as member of the team for the game of Dodge Ball.
   b. Student makes a clock face and demonstrates the times others depend on him starting a meal, starting a lesson, feeding his pet, etc.
   c. Student discusses his part in building the cardboard house or other class project. (science)
   d. Student selects from a group of pictures or objects those which shows something missing or broken because someone did not do their job. (social studies)
   e. Student draws a picture showing a happy face on a person that depends on his cooperation. (Teacher-follows directions, etc.)
10. I know I must be considerate of others
   a. Student lists and discusses where and when it is important for taking turns. (drinking fountains, games, etc.
   b. Student role-plays situations which exemplify different kinds of manners. (shows situations for "Please and Thank You," etc.
   c. Student discusses, reads stories, filmstrips, etc., showing how pollution changes the environment because of fire or clutter, etc.)
   d. Student introduce the importance of "Smokey the Bear," and other similar characters that remind us of the need for individual concern to protect the environment. (science)

C. Materials:
1. Folder for each student
2. Papers with objectives listed
3. Large sheets of paper for individual cut-outs
4. Crayons, scissors, paste, cardboard, play dough, etc.
5. Paint and brushes
6. Metric measuring tapes
7. Scales
8. Student photographs
9. Dolls and/or puppets
10. Objects for lessons on the senses
    a. Touch - (oranges, apples, screw driver, hammer, etc.)
    b. Sound - (record, children's world of sound)
    c. Taste - (lemmons, candy, salt, sugar, etc.)
    d. Smell - (flowers, baked goods, vinegar, etc.)
    d. Sight - (bread, apple, sponge, stones, etc.)
11. Articles for "Germ Control"
    a. Toothbrush
    b. Soap
    c. Shoe brush
    d. Comb
    e. Wash cloth
    f. Towel
12. Career Center - Dress up clothes, uniform pants, tools or equipment.
13. Resources people - school nurse, school custodian, etc.
14. Filmstrips: "What do you like to do" 371.42
    "Series on the Senses" 611
    "Sharing with Others" 371.8
    "Sticking with your Job" 371.8

Unit Objective #1b: Our Family - The student will be able to distinguish his individual role as an influencial member of his home environment.

A. Criterion-Referenced Objectives: The student will be able to distinguish his individual role as an influencial member of his home environment by providing examples of how the family provides his personal needs and desires.

B. Learning Activities:
1. Student shows in an outline drawing his house, the location of his personal things (bed, clothes closet, toy chest, TV-seat, location for meals, etc.) (art)
2. Student picks and counts things from catalogue which family provided for him to come to school. (shoes, sweater, pencil, shirt, coast, etc.) (math)
3. Student discusses special things family does for his birthday (mother makes or buys cake, father buys gift, brothers and sisters sing happy birthday, etc.) (language)
4. Student with aid of teacher lists things he is asked or does when family goes on a trip. (language)
5. Student brings in snap-shots with he and family members of things they did or places they have been to arrange

on bulletin board display entitled Me and My Family. (language arts)
6. Student discusses and/or role-plays how family members react when there is something he especially feels he needs or wants to do and others don't agree. (language arts)
7. Student looks at books and has stories read about different kinds of work parents do to provide the means for his desires and needs. (language)

C. Materials:
1. Art materials for making house outline
2. Photographs of family activities
3. Filmstrips
   a. Family Helpers, 371.42
   b. A Family Shopping Trip, 658.87
4. Study Print
   a. School Friends and Helpers, 672.2
5. Clothes for dress-up
6. Books on variety of careers

Unit Objective 1c: Our School - The student will be able to demonstrate his individual responsibility as a member of the classroom environment.

A. Criterion-Referenced Objective: The student will be able to demonstrate his responsibilities as a member of the classroom environment by success fully performing individually assigned tasks or duties.

B. Learning Activities:
1. Student performs various classroom jobs at different times as "room helper." (counts and places chairs in correct place and order, counts and distributes project materials and puts away, distributes cookies, notes how many are left, recognized time for special class activities, etc.) (math)
2. Student uses skills learned in "special classes" in classroom activities.
   a. Art - pictures of self in classroom in relation to colors, location, size, number, etc.
   b. Music - sing with group in relation to loud and soft, fast and slow, high and low, etc.
   c. Gym - group activities: working in the hall, running in a game, marching to a song, balance of a beam, left and right, etc.
3. Student makes hat or label tag of job title when performing various duties (language)
4. Student discusses importance of his responsibility when performing a particular task. (language)

C. Materials:
1. Room helper chart
2. Art materials

3. Filmstrip
   a. Going to School is Fun, 371.8
   b. School Helpers, 371.6
4. Study Prints
   a. School friends and Helpers, 373.2

Unit Objective #1d: Our Local Community - The student will be able to recognize the dependence of the local community environment for his individual needs.

A. Criterion-Referenced Objective: The student will be able to recognize his dependence of the local community environment for his individual needs by providing examples of how he uses the community resources.

B. Learning Activities:
   1. Student cuts out of magazine or draws picture of how he uses local park for fun, fresh air and sunshine. (art)
   2. Walking trip (if possible) to look at facilities of park. Discussion on how equipment got there and jobs of people responsible for taking care of park.
   3. Student places cartoon representing his house in sand box or cardboard outlining the main community streets. Discuss importance of streets and sidewalks for getting to and from places, directions, names, numbers, etc. (social studies)
   4. Student shows class something he is wearing, or using and explains about visit to department store. Student role-plays with help of others, people and work they may do in a local department store. (clerks, cashiers, manager, store detective, etc.) (language)
   5. Student places department store in sand box or on cardboard map. (how do you get there? walk, ride, bike, care, train, plane, etc.) These activities can be continued with other business or services. (social studies)
   6. Student tries to associate a career or kind of work another student has in mind by asking key questions. (Does the person use certain tools? Does he or she wear a uniform? Does he or she work outside? etc.)
   7. Student discusses things about careers and kinds of work he learned which he liked and things he did not like. (attitudes)

C. Materials:
   1. Crayons, paint, brushes, paper for pictures
   2. Large cardboard
   3. Various size cartons (milk, etc.)
   4. Sand box
   5. Clothes and things from career center
   6. Walking trips to local places of business
   7. Filmstrips
      a. Community Helpers, 352
      b. Our Neighborhood Stores, 658.87
   8. Study Prints
      a. Fire Department Helpers, 614.84

b. Hospital Helpers, 362.1
c. Super Market Helpers, 372.2
d. Keeping the City Clean and Beautiful, 628.4

9. Books on. . . I Want to Be. . . Series

D. Evaluation:

1. Shown a set of five pictures labeled A, B, C, D, and E, student is asked to paste on his paper cut-out letters that match four pictures which best represent his immediate environment. (set contains pictures of: A. School Building, B. A Town, C. Members of a Family, D. Jet Airliner, E. Boy or Girl his own age.) Answers--A. B. C, and E.
2. Shown a set of five objects labeled A, B, C, D, and E, student is asked to past on his paper cut-out letters that match four objects which best represent things for his own well-being. (Set of objects contain: A. Tooth Brush, B. Screw Driver, C. Comb, D. Towel and Wash Cloth, E. Soap) (Answers--A, C, D, and E)
3. Show a set of five pictures labeled A, B, C, D, and E, student is asked to paste on his paper cut-out letters that match four pictures which best represent things his family provides for him. (Set contains pictures of: A. Clothes, B. House, C. Food, D. Love, E. Rocket.) (Answers--A, B, C, and D)
4. Shown a set of five pictures labeled A, B, C, D, and E, student is asked to paste on his paper cut-out letter that match four pictures which represent things he is responible for doing as a member of the class. (Set contains pictures of: A. Children, B. Children getting in line, C. Children playing together, D. Children working on a project, E. Children doing room chores) (Answers--B, C, D, and E)
5. Shown a set of five objects labeled A, B, C, D, E, student is asked to paste on his paper cut-out letters that match four objects which people use to provide things for him from the community (Set of objects contains: A. Church, B. Cash register, C. Tools, D. Ball and bat, E. Food menu) (Answers A, B, C, and E)

Unit Title: LET'S GO TO THE ZOO!

I. Unit Overview: The children in first grade exhibit a natural curiosity about animals and their babies in the world around them. This unit is designed to aid children in identifying animals familiar to them and to increase their knowledge and understanding of the less familiar animals in our world. The children will be involved in learning activities which will strengthen cognitive thinking skills in the areas of divergent convergent, communication, forecasting and observation production. The unit will be used for three-four weeks with approximately 30 children.

II. Unit Content Outline:

A. The children will be able to identify favorite and unusual zoo animals.
B. The children will be able to discuss the significance of having zoos.
C. The children will be able to identify and describe the importance of zoo workers.
D. The children will be able to discuss the dependence of zoo animals on the zoo workers.

III. Unit Objectives:

1. The children will be able to name favorite zoo animals and discuss characteristics of each.
2. The children will be able to discuss the importance of having zoos, and will be able to describe the physical environment there and understand the importance of its arrangement.
3. The children will be able to identify the various zoo workers: the animal feeders, the trainers, the veterinarians, the cagecleaners, the ticket venders, the first-aid helpers, concession workers, souvenir workers, policemen, maintenance workers, gardeners, parking attendants, photographers, and tour conductors.
4. The children will be able to discuss the significance of the zoo workers.
5. The children will be able to discuss the dependence of the zoo animals on the zoo workers.
6. The children will be able to describe their experiences at the zoo.

Unit Objective #1: The children will be able to name favorite zoo animals and discuss characteristics of each.

A. Criterion-Referenced Objective:
   1. The child will be able to identify ten zoo animals from pictures.
   2. The child will be able to discuss three different characteristics about each of ten zoo animal: color, skin, and size.
   3. The child will be given a set of ten pictures of zoo animals. The child will be able to compare and categorize the animals according to the size of the animal bodies,

later by sharpness of teeth, size of legs.

4. The child will be able to discuss zoo animals and name his or her favorite.
5. The child will be able to dramatize "If you could be an animal, what animal would you be?"
6. The child will be able to dramatize a particular animal and the other children will guess which animal is being represented.
7. The child will be able to dictate an experience story about an animal they would like to be and discuss why.
8. The child will be able to construct a colorful zoo animal using paints. They can then be displayed and yarn can be arranged to represent the cages.
9. The child will be able to contruct zoo animal out of oak tag, making two identical animals, cutting them out, stapling them together and stuffing them with newspaper to create a three-dimensional effect.
10. The child will be able to construct a monkey from brown paper. Rubber bands will be stapled on to the monkey so that the child has a "jumping monkey."
11. The child will be able to make a mural of familiar zoo animals, using various materials and textures.
12. The child will be able to complete a chart, on which he or she will categorize types of zoo animals according to specific categories.

B. Learning Activities:

1. The children play a game entitled "Guess the Animal" (own personal file). It is set up like a television show with a panel and a moderator. The moderator picks an animal picture and provides clues for others (panel). After the animal is guessed a new panel is chosen and the winning panel member becomes the moderator.
2. Number games can be played by constructing animal shapes each with a number from 0-20. Children can take turns placing them on a clothesline in the proper order.
3. Paper plates can be used to act as shells for turtles-head, tail, and legs can be added.
4. Arrangements can be made with one of the nearby farms, and some of the baby animals and/or some of the children's pets can be brought in for observation and discussion purposes.
5. Story telling activity - Going on a Bean Hunt.

Books:

1. Everyday Animals
2. Animals Should Definitely Not Wear Clothing
3. In the Woods
4. Monkey Friends
5. Once There Was a Bear
6. Once There Was a Monkey
7. The Mountain Lion
8. The Mother Deer
9. The Alphabet Tale
10. Over in the Meadow
11. The Giant Panda

12. The Biggest and the Littlest Animals
13. The True Book of Animal Babies
14. Elephant Baby
15. Talk to Me Tiger
16. Biography of a Polar Bear
17. Wild Animals
18. The Big Golden Animal ABC
19. The Bear Family
20. Animal Babies

Filmstrips:
1. Different Kinds of Animals
2. Woodland Neighbors
3. Some Water Animals

Records:
1. Animals (Bowmar)
2. Children's Songs (Folkways)

Poems:
1. The Duck
2. The Little Turtle
3. The Camel
4. Necks
5. Tails
6. When You Talk to a Monkey
7. I have a Lion
8. The Animal Store
9. The Animal Fair
10. The Snake
11. Raccoons
12. The Monkeys and the Crocodiles
13. The Kangaroo

Songs:
1. Baa Baa Black Sheep
2. Colly My Cow
3. Mister Rabbit

C. Materials:
1. Books
2. Poems
3. Records
4. Filmstrips
5. Songs
6. Paperplates

Unit Objective #2: The children will be able to discuss the importance of having zoos, and will be able to describe the physical environment there and understand the importance of its arrangement.

A. Criterion-Referenced Objectives:
1. The child will be able to discuss characteristics of six animals that one might meet at the zoo.
2. The child will be able to describe three ways that a

zoo is like a home.

3. The child will be able to describe three ways that a zoo, exhibiting an understanding that the zoo environment is analogous to the animal's natural habitat.
4. The child will be able to state at least three reasons why the animals at a zoo should be confined.
5. The child will be able to construct a simulated zoo showing the various parts of the zoo.
6. The child will be able to dictate an experience story about the various animals at the zoo.
7. The child will be able to construct animals to be placed in the simulated zoo. The animals may be made of cotton, yarn and material scraps. The child may make as many animals as he or she wishes.

B. Learning Activities:
   1. Books:
      a. The Fox Friend
      b. At the Zoo
      c. Skippy the Skunk
      d. Zoo is Home
      e. Duncan the Dolphin
      f. Wings, Legs, or Fins
      g. Put me in the Zoo
      h. Which is Which
      i. When Animals are Babies
      j. Zoo
   2. Filmstrips:
      a. Monkeys and other Small Zoo
      b. Animal Homes
      c. Going to the Children's Zoo
      d. Study Prints
      e. Zoo Animals
   3. Poems:
      a. Grizzly Bear
      b. The Animal Fair
      c. I Have a Lion
      d. The Animal Stone
      e. The New Baby Calf
      f. The Monkeys'
      g. The Elephant
      h. The Seals
      i. The Buffalo

C. Materials:
   1. Books
   2. Filmstrips
   3. Study Prints
   4. Poems

Unit Objective #3: The children will be able to identify the various zoo workers: the animal feeders, the trainers, the veterinarians, the cage cleaners, the ticket vendors, the first-aid helpers, concession workers, souvenir workers, policemen, maintenance workers, gardeners, parking attendants, photographers, and tour conductors.

LET'S GO TO THE ZOO!

A. Criterion-Referenced Objectives:
   1. The child will be able to identify seven zoo helpers when shown pictures of helpers in their characteristic environments at the zoo.
   2. The child will be able to match a picture of a zoo helper to his specific job when given a set of pictures.
   3. The child will be able to dramatize the job of a favorite zoo helper. The other children can guess which role he is characterizing.
   4. Given popsicle sticks, yarn and paper scraps, the child will be able to construct a representation of his or her favorite zoo helper.
   5. The child will be able to construct a mural depicting the zoo workers in their characteristic locations at the zoo.
   6. The child will be able to present a simulated fashion show with each child dressed up as one worker he or she might like to be at the zoo.

B. Learning Activities:
   1. Play game: Feeding the Animals (own personal file) Children sit in a row of chairs to simulate a row of cages. One child has a bowl with treats inside and this child is given specific instructions, for example, feed the third animal from the left, etc. Children take turns bring the feeder and being fed.

   Books:
   1. Zoo for Mister Muster
   2. Zoo in Her Bed
   3. If I were a Mother
   4. When Animals Change Clothes
   5. Bats
   6. Let's Go To A Zoo

   Filmstrips:
   1. Birds Of The Zoo
   2. Zoo Snakes and Their Relatives
   3. Walt Disney Inc.: The African Lion: The Kin's Realm
      " " " : Life and Death on The African Plains
      " " " : Larger Animals of Africa
      " " " : King of Beasts

   Poems:
   1. Good Morning
   2. Buttercup Cow
   3. The Hippopotamus
   4. Cow
   5. The Elephant's Trunk

C. Materials:
   1. Books
   2. Filmstrips
   3. Poems
   4. Miscellaneous clothing

Unit Objective #4: The children will be able to discuss the significance of the zoo workers.

A. Criterion-Referenced Objectives:
   1. The child will be able to discuss six zoo helpers and the specific job for which each is responsible.
   2. The child will be able to construct a bulletin board display depict 14 zoo helpers and the job for which each worker is responsible.
   3. Given a set of 14 specific zoo jobs, the child will be able to name the zoo helper that relates to each zoo job.
   4. The child will be able to trace a figure of a zoo helper on to a sheet of construction paper and cut out the figure. After repeating the process, the child will staple the two figures together and stuff with newspaper to create a three dimensional effect.
   5. Using the constructed figures of zoo helpers, the child will be able to present a puppet show for the other member of the class on the role of a specific zoo helper.

B. Learning Activities:
   1. The children can play a simulated "What's My Line?" using zoo jobs as their source.

   Books:
   1. Some Are Small
   2. Wings Legs, or Fins
   3. I Can Count
   4. All in a Suitcase
   5. Animals that Work for Man

   Filmstrips:
   1. Animals in Your Backyard

   Study Prints:
   1. Common Wild Animals

C. Materials:
   1. Books
   2. Filmstrips
   3. Study Prints
   4. Construction paper
   5. Newspaper
   6. Paints

Unit Objective #5: The children will be able to discuss the dependence of the zoo animals on the zoo workers.

A. Criterion-Referenced Objective:
   1. The child will be able to dictate a creative experience story, entitled, "What would Happen at the Zoo, if the Zookeeper didn't arrive one day?"

B. Learning Activities:
   1. Review previous activities described.

Books:
1. Oh, What Nonsense! (Poetry)
2. The Crazy Zoo that Dudley Drew
3. Benny's Animals and How He Put Them In Order
4. Birds

Filmstrips:
1. Favorite Poems About Animals
2. Finding out How Animal Babies Grow

Poems:
1. Excuse Us, Animals in the Zoo

C. Materials:
1. Books
2. Filmstrips
3. Poems

Unit Objective #6: The children will be able to describe their experiences at the zoo.

A. Criterion-Referenced Objectives:
1. The child will be able to discuss characteristics of six favorite zoo animals while speaking into a tape recorder.
2. Using the tape recorder the child will be able to discuss six favorite zoo helpers stating the significance of each.
3. The child will be able to dictate an experience story encompassing characteristics of the animals, the helpers, and the zoo itself.

B. Learning Activities:
1. Review previous activities described.

Books:
1. When An Animal Grows

Filmstrips:
1. Animals of the Forest
2. Snakes: Helpful and Harmful

C. Materials:
1. Books
2. Filmstrips
3. Tape Recorder

D. Evaluation:
1. The child will be able to identify ten zoo animals from pictures.
2. The child will be able to discuss three ways that a zoo is like a home.
3. The child will be able to identify ten zoo helpers when shown pictures of helpers in their characteristic environments at the zoo.
4. The child will be able to identify ten zoo helpers and discuss the specific job for which each is responsible.

5. The child will be able to dictate an experience story entitled, "What Would Happen at the Zoo, if the Zoo-Keeper didn't arrive One Day?"
6. The child will be able to construct a simulated zoo including the animals, the helpers, and showing the typical environment at a zoo.

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Unit Title: NUTRITION

I. Unit Overview: This work is designed to use grade 1 pupils' natural interest in food to capture their attention focus it on the world of work that food procurement makes necessary to all members of society.

Each pupil will have opportunities to take roles as well as to sense his interdependence.

Effort has been made to keep the suggested activities on a realistic plane and to provide as much pupil action as possible.

This effort does not pretend to be comprehensive but may suggest a way to move toward more effective work in career education.

II. Unit Content Outline:
- A. Nutrition - Seeds
  1. the seed catalog
  2. the garden
  3. the farm
  4. field trip
- B. Nutrition - Who Feeds Us!
  1. our dependence
- C. Nutrition- Food at School
  1. sampling raw foods
  2. discussing likes and dislikes

III. Unit Objectives:

1. The pupils will be able to state how gardeners and farmers select the plants they grow on their farms and gardens.
2. The pupils will be able to demonstrate that our nutrition depends upon the work of many persons.
3. The pupils will be able to equate the role of a character in a story to the work of a person employed in the food industry.
4. Pupils experience directly through sampling, different healthful snack foods.

IV. Unit Description:

Unit Objective #1: The pupils will be able to state how gardeners and farmers select the plants they grow on their farms and gardens.

A. Criterion-Referenced Objective:
  1. Given a seed catalog, the pupil will select at least two vegetables that he would like to grow.
  2. Pupils will be able to tell one or more reasons why people have backyard gardens.

3. Pupils will be able to say how farming as an occupation is related to home gardens under teacher guided gueries as to large and small scale production.
4. Pupils will be able to tell own observation during small group visit to a neighboring home garden.

B. Learning Activities:
1. Pupils use seed catalog and comment as to which vegetables they like most and which vegetables they might grow in their own garden.
2. Pupils will state some reasons why people grow their vegetables. The teacher anticipating such ideas as:
   a. Saving on food budget
   b. Fresh vegetables taste better
   c. Garden stuff can be picked when at peak of readiness.
3. Upon display of a large truck-farming picture and a home garden scene pupils are asked to point to the picture:
   a. that shows large scale production.
   b. that shows goods that will be used by the gardener.
   c. that shows food that will be sold in grocery stores.
   d. that shows end product of seed catalog selection (both).
4. Pupils in small groups visit a volunteering neighbor's garden in spring or fall enjoying a time of free discussion and perhaps sampling food grown in that garden.

C. Materials:
1. Seed catalogs from Agway, Burpees, etc.
2. "Picking Vegetables" filmstrip, 630.1, p.c.l.
3. a. Teacher procurred magazine pictures of farm and gardens.
   b. "The Story of Fruits and Vegetables", film strip F.S. 634.S
4. Teacher arranges visitation of a local garden with cooperating parents.

D. Evaluation: <u>Pre Test</u>

Address working group:
   a. "Who can say how a farmer or gardener gets his plants started?"
   b. "Where does he get the seeds?"
   c. "Why do people like to have a garden?"
   d. "Who can tell about your own garden?"

<u>Post Test</u>

   a. Tell what you liked about our work with seeds and gardens.
   b. Tell about your favorite picture in our collection of pictures.
   c. What did you like best in our garden visit?
   d. Can you tell which part of the garden work you would like to do?

Unit Objective #2 & #3:

#2: Pupils will be able to demonstrate that our nutrition depends upon the work of many persons.

#3: Pupils will be able to equate the role of a character in a story to the work of a person employed in the food industry.

A. Criterion-Referenced Objectives:
   1. After learning the children's story, The Little Red Hen or viewing the filmstrip, The Little Red Hen and the Grain of Wheat, the pupils will be able to discuss how each task that is done by the hen is a job that is done for us today by workers in food industry.

B. Learning Activities:
   1. Group discussion centered on the various tasks performed by the hen will provide pupils opportunity to say what worker today does each job:
      a. planting, growing, reaping, milking, baking, and related incidental work in a field, on the road, and in the kitchen.

C. Materials:
   1. Filmstrip and record, 398.2.L. - The Little Red Hen and the Grain of Wheat, ed. Filmstrip SVE A122.3.
   2. The Little Red Hen, 398.2H - Illustration by Wm. Holdsworth, Farrar C, 1969.

D. Evaluation: Pre Test

Class members tell what work must be done before we have bread to eat.

Post Test

1. Ask pupils to order the tasks of the little red hen in sequence.
2. Ask pupils for job equivalents of each operation in bread production today.

Unit Objective #4: Pupils experience directly through sampling different healthful snack food.

A. Criterion-Referenced Objectives:
   1. Pupils will discuss in free exchange their impressions of snack items of raw fruits and vegetables prepared in the classroom by teacher-helpers (aids or parents).
   2. Pupils, upon prompting, may tell where the foods come from and who works in the home garden.

B. Learning Activities:
   1. Pupils eat pieces of raw fruits and vegetables instead of juice and cookie snack. Comments to be exchanged with pupils and between pupils. Adults encourage pupils to take part by enjoying samples themselves. A small sprinkle of salt may entice some appetites.
   2. Helping parents who bring fresh foods from own garden may elicit remarks from pupils about their own gardens, if any, and their roles as helper and consumer.
   3. Visiting of neighborhood gardens may precede or follow the tasting experience.

C. Materials:
   1. Parents and aides to prepare, wash, peel, slice or cut (and salt?) the vegetables and fruit snacks.
   2. Expecially during autumn, many garden resources are abundant and available for the asking.
   3. Pupils delight in helping prepare the "tasting party?"
   4. Food handling requires soap-washing of hands.
   5. Discuss Why
   6. Fresh garden foods used successfully by one class included:

apples	young limas
pears	sweet corn
cucumbers	september red cap
sweet peppers	rasberries
late peaches	tomatoes, regular
concord grapes	cherry
plums	peas
cantalope	broccoli
watermelon	cauliflower
squashes (tender,young)	
carrots	use only perfect specimens-
turnips	remove all peels and stems
cabbage	to avoid bitterness of taste
green beans	

D. Evaluation: Post Test

   1. Pupils relate orally what items of raw food they like best.
   2. Pupils each take a turn in "round robin" style to tell about one work task that must be done to prepare food either in garden, field, or kitchen.

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APPENDIX A

APPENDIX A

UNIT AUTHOR AND SCHOOL

Unit Number	Author	School
B-1	June Guy Betty Leonard	Maclary
B-2	June Guy Betty Leonard	Maclary
B-4	Linda Weaver	Brookside
B-5	Bertha Morris	McVey
B-6	Bertha Morris	McVey
B-7	Bertha Morris	McVey
B-8	MaxineShay	Brookside
B-9	Kathleen K. Leck	Cobbs
B-10	Dianne Thaxton	Leasure
B-11	June Guy Betty Leonard	Maclary
B-12	Dianne Thaxton	Leasure
C-1	Mike Cox	Brookside
C-2	Henry Moore	Brookside
C-3	Dianne Thaxton	Leasure
C-4	Henry Rickerman	Brookside